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MARCH 1988 VOLUME 23/NUMBER 3

RIE

RESOURCES IN EDUCATION

ED 286 993 — 287 972

EDUCATIONAL RESOURCES ERIC® INFORMATION CENTER

Office of Educational Research and Improvement

U.S. DEPARTMENT OF EDUCATION

SPECIAL ANNOUNCEMENTS

Two ERIC Clearinghouses Change Locations

The competition for the ERIC Clearinghouse contracts was completed at the end of calendar 1987. The Department of Education has announced contractor changes for the ERIC Clearinghouse on Reading and Communication Skills (CS) and the ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM). The new locations, effective January 1, 1988, are as follows:

ERIC Clearinghouse on Reading and Communication Skills (CS)
Indiana University
Smith Research Center
2805 East 10th Street
Bloomington, IN 47405

ERIC Clearinghouse on Tests, Measurement, and Evaluation (TM)
American Institutes for Research (AIR)
Washington Research Center
1055 Thomas Jefferson St., N.W.
Washington, D.C. 20007

ERIC Document Reproduction Service (EDRS) Granted 5% Price Increase

Effective February 1, 1988, on-demand microfiche from EDRS will sell for $0.82 per title (i.e., for up to 5 fiche; for titles requiring more than 5 fiche, add $0.16 per each additional fiche). On-demand reproduced paper copy will cost $1.94 per 25-page increment. The EDRS price tables in the back of RIE and on the back cover have been modified accordingly.

RIE

RESOURCES IN EDUCATION

ED 286 993— 287 972
March 1988
Volume 23/Number 3

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EDUCATIONAL RESOURCES ERIC® INFORMATION CENTER

Resources in Education (RIE) is processed for printing by ORI, Inc., under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of *RIE* do not necessarily reflect official OERI policy.

Subscriptions to *RIE* (12 issues/year), individual issues, and semi-annual indexes (January-June and July-December) are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

Selected Acronyms

CH	—	Clearinghouse
CIJE	—	*Current Index to Journals in Education*
Comp.	—	Compiler
DHEW	—	Department of Health, Education, and Welfare
Ed.	—	Editor
ED	—	Accession Number Prefix (ERIC Document)
	—	Department of Education
EDRS	—	ERIC Document Reproduction Service
EJ	—	Accession Number Prefix (ERIC Journal Article)
ERIC	—	Educational Resources Information Center
GPO	—	Government Printing Office
MF	—	Microfiche
NIE	—	National Institute of Education
OE	—	Office of Education
OERI	—	Office of Educational Research and Improvement
PC	—	Paper Copy
RIE	—	*Resources in Education*
SN	—	Scope Note
UF	—	Used For

Library of Congress Cataloging in Publication

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Resources in education ... (Card 2)

Education, National Institute of Education.

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Continues: Research in education.

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GPO: Item 466-A

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[LB1028] AACR 2 MARC-S

Library of Congress 76[8209r81]rev

Introduction

***RESOURCES IN EDUCATION* (RIE)** —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (*E*RIC *D*ocument). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4350 East-West Highway, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled *"How to Order* ***RESOURCES IN EDUCATION****."*

HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304.

Citations (By Clearinghouse)

ED 287 112 CG 020 240
Walz, Garry R.
Combating the School Dropout Problem: Proactive Strategies for School Counselors.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.; 139p.
EDRS Price - MF01/PC06 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($6.00).

ED 287 242 EC 200 547
Hansford, Susan J. And Others
Intellectually Gifted Learning Disabled Students: A Special Study.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 146p.
EDRS Price - MF01/PC06 Plus Postage.
Alternate Availability—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($12.85, Stock No. B625).

ED 287 257 EC 200 565
Gifted and Talented Students: An Overview. ERIC Digest #422.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).

ED 287 258 EC 200 566
Mental Retardation. ERIC Digest #423.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).

ED 287 261 EC 200 569
Scott, Mary E.
Attention Deficit Disorder (ADD). Digest #445.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).

ED 287 262 EC 200 570
Zantal-Wiener, Kathy
Child Abuse and the Handicapped Child. Digest #446.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).

ED 287 263 EC 200 571
Developing Social Vocational Skills in Handicapped Individuals. Digest #447.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).

ED 287 313 FL 016 969
Schleppegrell, Mary
The Older Language Learner.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 287 314 FL 016 970
Jacob, Evelyn Mattson, Beverly
Cooperative Learning with Limited-English-Proficient Students.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 6p.
EDRS Price - MF01/PC01 Plus Postage.

ED 287 646 RC 016 446
Muse, Ivan And Others
The One-Teacher School in the 1980s.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; National Rural Education Association, Fort Collins, CO.; 87p.
EDRS Price - MF01/PC04 Plus Postage.
Alternate Availability—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 ($6.50).

ED 287 972 UD 025 897
Ascher, Carol
Trends and Issues In Urban and Minority Education, 1987. ERIC/CUE Trends and Issues Series, Number 6.
ERIC Clearinghouse on Urban Education, New York, N.Y.; 57p.
EDRS Price - MF01/PC03 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456

Smith, John D. *Johnson, Jane*

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance,*Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page
AA—ERIC Processing and Reference Facility	1
CE—Adult, Career, and Vocational Education	1
CG—Counseling and Personnel Services	19
CS—Reading and Communication Skills	27
EA—Educational Management	33
EC—Handicapped and Gifted Children	39
FL—Languages and Linguistics	47
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JC—Junior Colleges	86
PS—Elementary and Early Childhood Education	91
RC—Rural Education and Small Schools	101
SE—Science, Mathematics, and Environmental Education	108
SO—Social Studies/Social Science Education	121
SP—Teacher Education	129
TM—Tests, Measurement, and Evaluation	137
UD—Urban Education	146

AA

ED 286 993 AA 001 169

Resources in Education (RIE). Volume 23, Number 3.

Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 88

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $63.75 (Foreign).

Pub Type— Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

CE

ED 286 994 CE 046 203

Stanley, Martha L. Fish, Thomas L.

Serving the Community. A Guidebook for Community Education Advisory Councils. Target Topic Series.

College of St. Thomas, St. Paul, MN. Community Education Center.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date—82

Note—72p.; For other guidebooks in this series, see CE 046 204-211.

Available from—The Community Education Center, College of St. Thomas, 2115 Summit Ave., St. Paul, MN 55101 ($3.50).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Advisory Committees, *Community Education, *Organization, Pretests Posttests, *Responsibility

This guidebook is one in the Target Topic Series developed to highlight issues and concerns related to effective community education operation. It is intended for the community educator and community education advisory council member who wish to gain a better understanding of advisory councils. The material provides a framework for advisory councils in community education. A pretest covers material discussed in the guidebook. The guidebook explores the background and reasons for councils; looks at council roles; and discusses council organization and relationships, by-laws, and functions. It also discusses council inservice, meetings, maintaining council growth, and the ongoing process of serving the community. A posttest repeats the pretest questions. (YLB)

ED 286 995 CE 046 204

Haff, Patricia A. Stanley, Martha L.

Measuring Success. A Guidebook for Community Education Evaluation. Target Topic Series.

College of St. Thomas, St. Paul, MN. Community Education Center.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date—83

Note—72p.; For other guidebooks in this series, see CE 046 203-211.

Available from—The Community Education Center, College of St. Thomas, 2115 Summit Ave., St. Paul, MN 55101 ($3.50).

Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Community Education, *Models, Needs Assessment, Pretests Posttests, Program Development, *Program Evaluation, Program Implementation

This guidebook is one in the Target Topic Series developed to highlight issues and concerns related to effective community education operation. It is intended for the community educator and community education advisory council member who want to learn how to evaluate all aspects of their community education program. A pretest covers material discussed in the guidebook. The material explains why evaluation is important and presents a number of evaluation models. It then provides a program planning model of evaluation that encompasses needs assessment, program planning, program implementation, and program conclusion. A nine-step plan for conducting an evaluation follows and an example of the nine-step process is presented. A posttest repeats the pretest questions. Appendixes include a checklist for institutionalizing evaluation; standards for evaluations of educational programs, projects, and materials; and the Minnesota Local Program Review Self-Appraisal instrument. (YLB)

ED 286 996 CE 046 205

Sparks, Russell W.

Making It Happen. A Guidebook for Community Education Programming. Target Topic Series.

College of St. Thomas, St. Paul, MN. Community Education Center.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date—83

Note—55p.; For other guidebooks in this series, see CE 046 203-211.

Available from—The Community Education Center, College of St. Thomas, 2115 Summit Ave., St. Paul, MN 55101 ($3.50).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Community Education, Pretests Posttests, *Program Development, *Program Implementation

This guidebook is one in the Target Topic Series developed to highlight issues and concerns related to effective community education operation. It is intended for the community educator and community education advisory council member who want to implement programs in their community. A pretest covers material discussed in the guidebook. This practical how-to guide stresses a philosophical approach in which programs are developed with major input from needs assessments and advisory councils. Purposes and benefits directly related to the philosophy of community education are then discussed. A section on planning community education programs covers getting program ideas, deciding what to offer, the importance of balanced programs, and making decisions. Suggestions are then made for implementing community education programs; topics considered are location, scheduling, financing, hiring instructors, selecting instructors, instructor inservice, and publicity. The next section suggests programs for special populations, special programs, and general interest programs. Evaluations is briefly addressed. A posttest repeats the pretest questions. A short list of resources is

included. (YLB)

ED 286 997 CE 046 206
Stanley, Martha L.
Involving People. A Guidebook for Public Participation through Community Education. Target Topic Series.
College of St. Thomas, St. Paul, MN. Community Education Center.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date—82
Note—59p.; For other guidebooks in this series, see CE 046 203-211.
Available from—The Community Education Center, College of St. Thomas, 2115 Summit Ave., St. Paul, MN 55101 ($3.50).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, *Citizen Participation, *Community Education, *Community Involvement, Pretests Posttests, *Quality of Life
This guidebook is one in the Target Topic Series developed to highlight issues and concerns related to effective community education operation. It is intended for the community educator and community education advisory council member who want to learn about the importance of community involvement to the quality of life in the community. A pretest covers material discussed in the guidebook. The guidebook presents a general discussion of community involvement and its historical antecedents and outlines the importance of involvement to the school, the community education program, and the community. A model of different levels of involvement is offered, and various vehicles for involvement are described. A final section provides information on how to make the political process work. A posttest repeats the pretest questions. (YLB)

ED 286 998 CE 046 207
Sparks, Sherrill
Guiding the Program Staff. A Guidebook for Working with Community Education Program Personnel. Target Topic Series.
College of St. Thomas, St. Paul, MN. Community Education Center.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date—82
Note—56p.; For other guidebooks in this series, see CE 046 203-211.
Available from—The Community Education Center, College of St. Thomas, 2115 Summit Ave., St. Paul, MN 55101 ($3.50).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, *Community Education, *Inservice Education, Pretests Posttests, *Recognition (Achievement), *Recruitment, *Staff Development, *Supervision
This guidebook is one in the Target Topic Series developed to highlight issues and concerns related to effective community education operation. It is intended for the community educator who is responsible for working with the community education program staff–both paid and volunteer. A pretest covers material discussed in the guidebook. The guidebook covers the four important aspects of staff development–recruitment, inservice, supervision, and recognition. Many specific suggestions and ideas for developing a well-trained, fully functioning staff are provided. A posttest repeats the pretest questions. A brief list of resources is included. (YLB)

ED 286 999 CE 046 208
Stanley, Martha L.
Charting Your Course. A Guidebook for Community Education Planning. Target Topic Series.
College of St. Thomas, St. Paul, MN. Community Education Center.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date—84
Note—39p.; For other guidebooks in this series, see CE 046 203-211.
Available from—The Community Education Center, College of St. Thomas, 2115 Summit Ave., St. Paul, MN 55101 ($3.50).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, *Community Education, *Educational Planning, Pretests Posttests, *Program Development, *Program Improvement
This guidebook is one in the Target Topic Series developed to highlight issues and concerns related to effective community education operation. It is intended for the community educator and community education advisory council member who would like to learn how effective and careful planning can improve their community education program. The material explains both why planning is important and how to plan. A pretest covers material discussed in the guidebook. The guidebook covers the components of planning and shows the steps that must be taken for thorough planning. Planning techniques and tools are discussed and samples of planning charts and graphs are included. In addition, organizational aids for planning the involved individual's personal professional time are presented in the guidebook. A posttest repeats the pretest questions. A brief list of suggested readings is included. (YLB)

ED 287 000 CE 046 209
Sweningson, Sally
Connecting. A Guidebook for Community Education Council Effectiveness. Target Topic Series.
College of St. Thomas, St. Paul, MN. Community Education Center.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date—84
Note—29p.; For other guidebooks in this series, see CE 046 203-211.
Available from—The Community Education Center, College of St. Thomas, 2115 Summit Ave., St. Paul, MN 55101 ($3.50).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, *Advisory Committees, Communication (Thought Transfer), *Community Education, Efficiency, Group Dynamics, *Group Unity, *Leadership, *Organizational Communication, *Organizational Effectiveness, Pretests Posttests
This guidebook is one in the Target Topic Series developed to highlight issues and concerns related to effective community education operation. It is intended for the community education advisory council member who wants to improve the effectiveness of the council. The material is designed to improve the atmosphere of the council to allow the members to participate and express their ideas and opinions. A pretest covers material discussed in the guidebook. The guidebook covers leadership, communication, and group cohesion skills. It defines leadership, communication, and group cohesion; describes two functions and roles of leadership; describes the skills needed to communicate effectively; and describes the factors of group cohesiveness. The material includes practice exercises to evaluate the council in relation to leadership, communication, and group cohesion and discusses these areas in relationship to each other in building the effectiveness of the council. A posttest repeats the pretest questions. (YLB)

ED 287 001 CE 046 210
Stanley, Martha L.
Carrying the Message. A Guidebook for Community Education Public Relations. Target Topic Series.
College of St. Thomas, St. Paul, MN. Community Education Center.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date—81
Note—83p.; For other guidebooks in this series, see CE 046 203-211.
Available from—The Community Education Center, College of St. Thomas, 2115 Summit Ave., St. Paul, MN 55101 ($3.50).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, *Community Education, Pretests Posttests, *Publicity, *Public Relations, *Skill Development, *Speech Skills, *Writing Skills
This guidebook is one in the Target Topic Series developed to highlight issues and concerns related to effective community education operation. It is intended for the community educator and community education advisory council member who want to discover ways in which community education can carry its message to the people in the school district community. A pretest covers material discussed in the guidebook. The guidebook discusses the importance of public relations, describes how the public relations process works, and outlines methods and techniques for communicating with the public. The first part of the guidebook takes a philosophical approach and provides an overview of the public relations process. The second part deals with specific tools used in communication, including how to develop writing and speaking skills and how to improve publications. A posttest repeats the pretest questions. A glossary is provided. (YLB)

ED 287 002 CE 046 211
Stanley, Martha L.
Knowing Your Community. A Guidebook for Community Assessment. Target Topic Series.
College of St. Thomas, St. Paul, MN. Community Education Center.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date—84
Note—51p.; For other guidebooks in this series, see CE 046 203-210.
Available from—The Community Education Center, College of St. Thomas, 2115 Summit Ave., St. Paul, MN 55101 ($3.50).
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, *Community Education, *Community Resources, *Needs Assessment, Pretests Posttests, Surveys
This guidebook is one in the Target Topic Series developed to highlight issues and concerns related to effective community education operation. It is intended for the community educator and community education advisory council member who want to assure themselves that their community education program is truly meeting community needs. The material explains how to identify the interests and problems in a community and how to identify community resources to serve the interests and solve the problems. A pretest covers material discussed in the guidebook. The guidebook covers both components of the community assessment: needs assessment and resource assessment. It describes different methods of needs assessment, lists guidelines for survey instruments, and takes the reader through the community assessment process from planning to developing and conducting needs and resource assessments and finally through organizing the information for program planning. A posttest repeats the pretest questions. Appendixes include suggested sources for additional help and information in community assessment, a planning schedule for needs assessment, guideline criteria for a survey procedure, a community facility inventory chart, and survey form for community residents. (YLB)

ED 287 003 CE 046 749
Charters, Alexander Nathaniel
Some Perspectives on Lifelong Education.
Syracuse Univ., N.Y. Publications Program in Continuing Education.
Pub Date—19 Apr 86
Note—22p.; Paper presented at the awarding of the William Pearson Tolley Medal (Syracuse, NY, April 19, 1986).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Educational Benefits, Educational Needs, *Educational Objectives, *Educational Trends, *Futures (of Society), *Lifelong Learning, Postsecondary Education, *Relevance (Education), Role of Education, Sociocultural Patterns
The primary mission of adult education is to assist adults in acquiring further control of their current circumstances and future destinies, thereby enabling them to participate more intelligently and responsibly in the political, working, social, cultural, family, and religious aspects of society and to improve their quality of life. Instead of being regarded as a horizontal process in a linear lifespan, education should be viewed from above as a revolving wheel. When regarded in this manner, the several stages of education appear as spokes in the turning wheel of recurrent generations, all leading to the hub–the continuing education of adults. The evolution of education in our society might be viewed as passing through three stages–traditional, institutionalized, and knowledge based–with the current phase being somewhere between the second and third stages.

The concept of adult education has recently undergone a rapid worldwide evolution, which will undoubtedly lead to changes in educational policies throughout the world. Concerns for functional literacy have expanded into comprehensive plans for lifelong learning. The importance of lifelong learning is especially great in light of certain mores and practices (reliance upon war, uncontrolled population growth, exhaustion of the planet's resources, and destruction of the Earth's biosphere) that lead to the degeneration of the quality of human life or perhaps even result in the extinction of the biosphere. (MN)

ED 287 004 CE 047 963
Van Tilburg, Emma Lou Miller, Larry E.
Predictors of Ohio Cooperative Extension Service County Agents' Intentions To Leave the Job. Summary of Research 47.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date—87
Note—27p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Change, *Employer Employee Relationship, *Employment Experience, Employment Practices, *Extension Agents, *Job Performance, *Job Satisfaction, Need Gratification, Work Environment
Identifiers—*Cooperative Extension Service, Ohio
A study sought to determine what factors influenced Ohio Cooperative Extension Service county agents to leave their jobs (particularly the factor of job performance level) as measured by supervisory rating and self-rating techniques. Additionally, the study sought to determine relationships between variables and to determine the levels of those variables as they existed in the population being studied. All 244 Ohio Cooperative Extension Service county agents under contract March 1, 1985, were surveyed via a mailed questionnaire, with additional data supplied through an investigation of their personnel files. A variety of relationships among factors were found. Overall, the study concluded that Ohio Cooperative Extension Service county agents generally had low intentions of leaving their present jobs. They experienced moderate amounts of overall job satisfaction, satisfaction with supervision and the work itself, high satisfaction with co-workers, and fairly low amounts of satisfaction with promotion and pay. They perceived themselves to be high performers, and their supervisors generally agreed. Agents tended to reward themselves intrinsically for good performance, but they did not see that the rewards given them by the organization were necessarily contingent upon their performance level. Lower performers had higher intentions of leaving the job than did higher performers, and the self-rating of job performance was more closely associated with intention to leave the job than was supervisor rating of job performance. Other predictors of intention to leave the job were overall job satisfaction, satisfaction with co-workers, and age. Recommendations were made for improving job satisfaction through feedback, promotion policies, creating cooperative teams of co-workers, and other methods. (KC)

ED 287 005 CE 047 964
Wardlow, George Miller, Larry E.
The Academic Ability of Agricultural Education Graduates Compared with Other Agriculture, Education and University Graduates. Summary of Research 48.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date—87
Note—21p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Agricultural Education, *College Graduates, Education Majors, Grade Point Average, Higher Education, *Preservice Teacher Education, Scores, Secondary Education, *Teacher Qualifications, Vocational Education, *Vocational Education Teachers
Identifiers—Ohio State University
In light of recent suggestions that the quality of teachers is declining, a study attempted to determine if the academic ability of agricultural education graduates was significantly different from the academic ability of other agriculture, education, and university graduates. The study included four populations of Ohio State University graduates receiving four-year degrees between 1978 and 1983. Samples were taken of 105 agricultural education graduates, 160 agriculture graduates, 155 education majors, and 1,494 other bachelor's degree graduates. Data on the graduates were gathered from university records. Some of the results and conclusions of the study were as follows: (1) this study did not support the hypothesis suggested by other studies that agriculture education graduates ranked lower academically than other graduates; (2) agricultural education graduates earned scores on the English, mathematics, and composite portions of college entrance tests that were not significantly different from secondary education graduates; and (3) neither the high school percentile rank nor the high school grade point average earned by agricultural education graduates was significantly different from that earned by secondary education graduates, although the secondary education graduates did have higher scores in the humanities, social sciences, and specific content-area courses. The data clearly indicate that agricultural education graduates are as academically inclined as other education and university graduates. The study suggested that the lower esteem in which some professors hold agricultural education graduates implies an image problem that should be the concern of agricultural educators. (KC)

ED 287 006 CE 048 287
Byler, Ben L.
A Study of Undergraduate Students Enrolled in Agriculture Majors at Tennessee Universities.
Tennessee Technological Univ., Cookeville. Coll. of Agriculture and Home Economics.
Pub Date—Sep 87
Note—108p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Agricultural Education, *Demography, Educational Background, *Educational Experience, Goal Orientation, Higher Education, *Majors (Students), Parent Background, State Surveys, Student Educational Objectives, Undergraduate Students, Undergraduate Study, *Work Experience
Identifiers—*Tennessee
This report presents the results of a study to identify the demographic characteristics of undergraduate students enrolled in agriculture majors at Tennessee universities. These characteristics are analyzed: background data, parental information, high school data, work experience, college experience, and goals. Responses are presented for the total group and by university. Narrative information and data tables are included. Background information includes race, age, country of citizenship, home states, majors, and marital status. Parental information is provided in these areas: places where mother and father were raised, farming status of parents, current occupations and employment status of fathers and mothers, parental income, fathers' and mothers' highest level of educational attainment, and political preference. High school data include type of high school attended, size of high school graduating class, high school grade point average, agriculture classes offered, agriculture classes completed, classes that influenced students, and participation in high school activities. Work and college experience concerns are type of work experience, other universities attended, influential people, change in major, and factors important in choosing major. Following are some findings: (1) female and minority enrollment is low; (2) declining numbers of students have agricultural background or experience; (3) parents heavily influence students' choice of major; and (4) students need current, accurate information about career opportunities in agriculture. (YLB)

ED 287 007 CE 048 406
Pierson, Michael J.
Quality and Nontraditional Education in Texas.
Pub Date—Oct 87
Note—15p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Adult Students, Higher Education, *Nontraditional Education, *Private Colleges, *Public Colleges, Two Year Colleges
Identifiers—*Texas
A descriptive study was undertaken to determine the type and extent of academic adaptations that Texas postsecondary institutions are making to address the emerging needs of the adult population. It also identified items that affect program quality and growth. The questionnaire developed and mailed to 119 Texas postsecondary institutions was returned by 64 public two-year, public four-year, and private four-year institutions. Only 24 of these indicated that they had a nontraditional program. Four-year public institutions were the most conservative category of institution. Four-year private and two-year public institutions had more aggressive postures toward nontraditional education. Programs at four-year private institutions generally had most of the nontraditional characteristics, granted more credit for nontraditional forms of learning, had lower residency requirements, and sponsored most of the military base programs. Two-year public institutions seemed to be particularly sensitive to the access issues of the adult students and were experimenting with greater utilization of credit for nontraditional forms of learning and instructional television. The conservative approach of public four-year institutions seemed to be the product of state regulatory policies that hamper creative academic adaptations to serve the adult clientele. (YLB)

ED 287 008 CE 048 433
Oaklief, Charles R.
Advocacy: New Role for Adult Educators.
Pub Date—Oct 87
Note—10p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, Adults, *Adult Students, *Advocacy, Attitude Change, Change Agents, Student Attitudes, Teacher Attitudes, *Teacher Role
Various terms have been used to describe adult educators, including change agents, facilitators, helpers, leaders, and most typically, teachers. Although advocacy is defined by Webster as the act of pleading the cause of another, or in defending a particular proposal or future, it is obviously a term that can be used to champion the cause of human and societal development through adult education programs and organizations. In advocacy for the adult as learner, the emphasis is on the act of promoting constructive behavioral changes in adults that enhance the affective dimension of the adult as a learner and encourage a greater degree of personal autonomy and direction over subsequent learning and development behavior and experiences. Successful advocacy results in the ability to reach previously unattainable learning and development objectives and the ability to recycle existing and newly acquired knowledge and skills in new areas of application beyond those originally perceived and commonly used. A typology of advocacy for empowerment of the adult as learner includes Type One–Personal Advocacy (a one-on-one relationship in which the advocate provides guidance, counseling, or facilitative behavior with one or more adults); Type Two–Direct Advocacy (in which advocates not having the proximity of personal contact are aware of and identify with individuals or groups of adults as learners from their professional or societal positions); and Type Three–Indirect Advocacy (in which the advocate is not identified as such and has no relationship with individuals or groups of adults as learners who ultimately benefit from the empowerment process). (KC)

ED 287 009 CE 048 435
Levine, S. Joseph Snoddy, James E.
A Response to Life Transitions: The Preparation of Adult Educators.
Pub Date—Oct 87
Note—7p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, Continuing Education, Faculty Development, Higher Education, *Midlife Transitions, Student Attitudes, *Summer Programs, *Teacher Atti-

tudes, Teacher Education
Identifiers—*Chautauquas

A study examined the life transitions of adult educators and their perceptions toward a summer university program. The Summer Chautauqua Program was conducted to model program evaluation techniques for students of adult and continuing education, to provide data for program planners relative to the maintenance and revision of the summer program, and to attempt to substantiate currently accepted understanding of why adults pursue or resume formal learning efforts. The program involved a two-week, intensive format; pre-class assignments; planned out-of-class activities; considerable in-class discussion; and a variety of other features. Study participants were divided into two random groups with each group receiving a separate questionnaire. One questionnaire pertained to the summer program and the other pertained to the general program of studies in adult and continuing education. Results showed relatively high ratings for all aspects of the summer program. The term of greatest preference for enrollment in courses was summer; winter was the term of lowest preference. Over 50 percent of the respondents indicated that one reason for enrolling in courses in adult and continuing education was to assist in some life transition or change. Teaching principles that emerged from this study included opportunity for student input, quality of instruction, opportunity for study interaction, clarity of program information, and supportive out-of-class activities. (YLB)

ED 287 010 CE 048 436
Wright, Joan Varcoe, Karen
Empowering Volunteer Money Sense Advisors at a Military Installation.
Pub Date—Oct 87
Note—8p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Enlisted Personnel, Extension Education, *Military Personnel, *Military Training, *Money Management, *Outcomes of Education, Program Effectiveness, Program Implementation, Resources, *Volunteers
Identifiers—*Air Force

Because money management is often a problem for lower-level military personnel, a resource management educational program called Money Sense was started by the University of California Cooperative Extension at Edwards Air Force Base in 1985. Volunteers for Money Sense were recruited at the base; they attended eight sessions on teaching techniques and a variety of financial management subjects. From the fall of 1985 to the fall of 1986, a total of 47 Money Sense Advisors (MSAs) were trained. The MSAs provided money management help to about 300 clients; 60 of them were available to complete an interview about the Money Sense program. Of the 60 persons interviewed, most were married, had an average of two dependents, and had been in the military 4.1 years. Only 25 percent had two wage earners in the family; 56 percent reported income of less than $15,000 per year. Half of the respondents felt they had no money problems before participating in Money Sense, whereas 44 percent reported having had financial problems at least monthly. After participation in the Money Sense program, 68 percent reported no money problems, whereas the rest felt they had problems rarely or no more than monthly. About 90 percent of the respondents believed their current financial status to be good or excellent. Only 35 percent of the clients interviewed had a budget before Money Sense compared with 93 percent who had a budget after the program. More than one-fourth had reduced the proportion of monthly income spent on credit. The findings of the study indicate that clients can be enabled to change their resource management behavior in a positive direction and that these changes can be lasting. The Money Sense program is being used at other military installations. (KC)

ED 287 011 CE 048 438
Barnes, Carol
Older Students in College Programs: A Survey of the Characteristics of Participants in the College Centers for Older Learners.
Pub Date—Oct 87
Note—19p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Programs, *Enrollment, *Enrollment Influences, Higher Education, Motivation, *Older Adults, *Part Time Students, *Student Characteristics, Student Recruitment

A preliminary study was conducted to draw a profile of older adults who participate in educational programs on college campuses and to identify those older people who are not being served. The college and university programs surveyed in this study were drawn from a list of College Centers for Older Learners (CCOL) recently described in a publication issued through the Institute for Lifelong Learning. From 92 CCOLs contacted through a mailed survey, 56 usable surveys were returned (61 percent). The survey form requested data on numbers of participants over 55, their ages, income levels, marital status, housing arrangements, racial or ethnic composition, employment status, status of health, and education. Although not all of the responding centers had data on all of the dimensions surveyed, the results obtained do confirm earlier studies. The older people being served in college programs are usually better educated, retired, in fair to good health, and in the middle to high income brackets. Those individuals not being served by these programs can be characterized as minorities, people in poor or frail health, of low income, poorly educated, and lacking adequate transportation. In an open-ended question at the conclusion of the questionnaire, several respondents stated that many elders do not participate because they are not comfortable on college campuses or are fearful of academic participation. However, one statement summed up many others: although people with little education and near poverty level or who do not feel comfortable in an educational background usually do not enroll, when such people do enroll, most enjoy the experience. (KC)

ED 287 012 CE 048 440
Rose, Amy D.
Individualized Higher Education and Empowerment: The Potential and the Pitfalls.
Pub Date—Oct 87
Note—10p.; Paper presented at the Annual Meeting of the American Association of Adult and Continuing Education (Washington, DC, October 1987).
Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Adult Programs, *Adult Students, *Higher Education, *Individualized Instruction, *Performance Contracts
Identifiers—*Empowerment, *State University of New York Empire State Coll

At the higher education level, some educators saw individualization of the college curriculum as a means for personal development and a method for empowering the students and the faculty. Notions of adult education appeared to reinforce the strong movement to individualize the college curriculum. The development of contract learning pulled together the differing ideologies and concerns of educating adults. New York's Empire State College, an entirely contract-based institution, and other such colleges faced the following problems in implementing contract-based programs: programs were often highly conventional and similar to traditional ones and programs were highly specialized with little breadth. Interrelated reasons for these seemingly antithetical situations were that many adults attend college simply for the credentials, these students do not perceive themselves as voluntary learners, students may want to dictate what they will learn, and many students are ill-prepared academically or not well-directed. Faculty issues and the general process orientation of the individualized approach compounded these problems. Adults who sought flexibility of access rather than content reshaped the original purposes of programs such as Empire State. The result of assuming too much about the learner was programs that did not empower students but left them feeling shortchanged or manipulated. (YLB)

ED 287 013 CE 048 441
Goering, Lois A.
Effect of Training on Attitudes toward Women Managers.
Pub Date—23 Oct 87
Note—13p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 23, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrators, Attitude Change, Attitudes, *Extension Education, Females, Males, *Management Development, Outcomes of Education, Postsecondary Education, *Sex Bias, Sex Differences, Sex Stereotypes, Training Methods
Identifiers—Minnesota, *Women Administrators

A study was conducted in 1986 to determine the factors that affect attitudes toward women in management in the Minnesota Extension Service. An instrument developed by Ezell and Odewahn (1980) and adapted for use in the Extension Service by Lyday (1985) was used to determine what factors affect attitudes toward women managers. A number of sociodemographic, career experience, organizational, and intervening factors were examined. All professionals in the organization were asked to respond to the mailed survey, with a 76 percent response rate. One of the significant findings was that men with more management training and experience held less favorable attitudes toward women functioning in management than did the women in the organization or the men with less management training and experience. Explanation for this finding may lie in the training itself, but it is more likely to be a characteristic of the type of men who seek management training. Such men may aspire to higher-level management roles and in the past would have expected to fill these positions; however, they may see women as blocking their advancement to those positions. Theory about attitude formation and attitude change can be useful in structuring training that would be most effective. In applying attitude theories, it would be helpful to ask questions about how training has been conducted. Positive attitudes toward women should be conveyed throughout all training programs, and training should not be treated as an "attitude change" session. Teaching techniques could include actively involving persons in the learning situation, making a public commitment to a particular viewpoint, and writing journals. (KC)

ED 287 014 CE 048 443
Murphy, William F., Jr.
Telelearning for Extension Agents: The Virginia Experience.
Pub Date—Oct 87
Note—7p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agricultural Education, Communications Satellites, Distance Education, Educational Television, *Extension Education, Information Networks, Inservice Education, Postsecondary Education, Rural Education, *Staff Development, *Teleconferencing, *Telecourses, *Video Equipment
Identifiers—*Virginia Cooperative Extension Service

The creation of the Virginia Tech Teleport Facility and the installation of a nine-meter (diameter) C-Band satellite uplink antenna provided the initial impetus for the Virginia Cooperative Extension Service (VCES) to explore the use of satellite technology for information and program delivery. The $600,000 uplink became operational in September 1986; the first campus broadcast was an extension staff development teleconference, directed towards field staff, covering the programming process model to be used in developing the next 4-year plan of work. The uplink site presently provides two broadcast-quality video signal channels for transmitting television signals from Blacksburg. When fully developed, the teleport will include antenna support structures, facilities for housing electronic equipment, and accommodations for 12 to 15 satellite dishes. Planned for the fall of 1987 are a KU-Band satellite transmission/receiving station, a 20-meter Simulsat C-Band receiving station, and a C-Band transmit/receive earth station for transmission of radio programming. In addition, 41 downlink sites will be located in local extension offices, 4-H continuing education centers, district offices, and research stations. During the spring and summer of 1987, 42 faculty members from Virginia Tech and

Virginia State participated in training sessions on teleconferencing. From April through October 1987, VCES produced 16 teleconferences, totaling 25 half-hours of broadcasting. Eleven hours of the total broadcast time were devoted to extension agents as the primary audience. Plans are being made for additional educational programming for extension agents and volunteers. (KC)

ED 287 015 CE 048 447
Kovel-Jarboe, Patricia
Empowering the Rural Adult Learner: Problems and Strategies.
Pub Date—Oct 87
Note—13p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Audiovisual Aids, Audiovisual Instruction, Closed Circuit Television, *Distance Education, *Educational Technology, Educational Television, Extension Education, Information Dissemination, Postsecondary Education, Program Descriptions, Program Development, *Rural Education, Technological Advancement, Telecommunications, *Teleconferencing, Telecourses, Videotape Recordings
Identifiers—*Cooperative Extension Service, *Minnesota
This paper summarizes the 16 projects that have been funded by the Minnesota Extension Service to demonstrate innovative and effective uses of technology in adult education. Several of the projects are described in detail. Actual and anticipated impacts are examined, and suggested strategies that others can apply to reach and empower rural adult learners are identified. Formative and summative evaluation data relate strategies to specific problems identified by rural learners. Topics covered by the projects summarized include the following: satellite video teleconference on teen depression and suicide; videotapes on family stress; videotape about selecting and working with a lawyer; distance computer training via telephone; expert system on mastitis prevention; consumer information systems; Northeast Minnesota Telecommunications Network; Interactive Videodisc for pesticide applicator training; computer-accessed bulletin board service; Todd County interactive telecommunications; stored-grain management national satellite videoconference; personal computer video production of grain marketing; food and nutrition education; the home landscape; a family education project; and the audiotex system. (KC)

ED 287 016 CE 048 451
Dalgaard, Kathleen A. Hutchins, Gregory K.
Involving Local Citizens in Organizational Change and Program Planning: Empowering Learners through Shared Leadership.
Pub Date—Oct 87
Note—11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Citizen Participation, *Extension Education, *Leadership Training, *Organizational Change, Outcomes of Education, Participative Decision Making, Postsecondary Education, *Program Development
Identifiers—Empowerment, *Minnesota Extension Service
The Minnesota Extension Service sought to have adult learners provide local leadership for establishing educational priorities as well as to have them become actively involved in the organizational change and program-planning process. Because it was found that many citizens are unprepared for such leadership roles, the extension service developed a program to educate adults for extension education leadership. The program provided training in needed knowledge and skills, opportunities for significant leadership roles, and reinforcement and recognition for assuming leadership. Thus far, the change in the way in which the extension program is operated has been progressing smoothly, and community involvement has increased in extent and quality. The increased citizen involvement in extension activities that has resulted from the leadership training has had significant effects on the state's extension program. In some counties, the community members who have joined county extension committees are urging the professional staff to accept the concept of clustering county committees into groups and to take a more cooperative approach. It is also believed that citizen participation has been an important factor in the extension program's movement from a university subject matter emphasis to an issue emphasis. The leadership training, although designed to make adults assume a more active leadership role within the extension program, has also appeared to encourage many program participants to become more involved in other community activities as well. (MN)

ED 287 017 CE 048 453
Pettitt, John M. And Others
Empowering for Organizational Leadership: A Systems Approach to Curriculum Development in a Complex Organization.
Pub Date—23 Oct 87
Note—16p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, Curriculum, *Curriculum Development, Delphi Technique, *Educational Needs, Extension Education, *Leadership Training, Postsecondary Education, Research Utilization, *Staff Development, *Student Organizations
Identifiers—*4 H Programs
The purpose of a study was to develop a curriculum for the National 4-H Executive Development Institute. The Extension Committee on Organization and Policy approved five 1-week sessions to be held every 6 months for 2 years. A Delphi panel selected items for a questionnaire used to determine curriculum content. Using a random numbers table, a 50 percent sample of state extension directors, state 4-H leaders, state training leaders, and administrators of land-grant Extension programs was selected for participation in the study. Seventy-four of 91 surveys were returned. The mean responses to these were computed and rank ordered for the top 10 content areas for each of the five sessions of the Institute. These 5 lists of 10 were returned to the sample of 91 persons, with 62 returned. The content areas receiving the highest priority were the following: (1) managing human resources–communications, human relations and team building, staff development, performance appraisals and standards; (2) strategic planning–understanding mission, involving relevant groups, assessing strengths and weaknesses, maximizing benefits; (3) politics, policy, and Extension–the educator's role, creating change, ethics, networking; (4) developing financial resources–securing resources, involving volunteers in development, making and cultivating contacts, evaluating the development program; and (5) futures–having a personal and 4-H futures perspective, future of families and human development, future of volunteerism, techniques for planning. The study provides an overall national feel for executive training and learner needs. The use of these rankings should help to generate a curriculum that is reflective of both the organization and the learner group. (KC)

ED 287 018 CE 048 454
Lyday, Susan Y. And Others
Empowering the Female Manager: Selected Attitudinal and Attributional Factors and Their Consequences.
Pub Date—23 Oct 87
Note—19p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrators, Adults, Age Groups, Demography, *Employee Attitudes, *Extension Education, *Females, *Males, *Sex Bias, Sex Fairness, Staff Development, Work Experience
Identifiers—*North Carolina
The North Carolina Agricultural Extension Service conducted a survey to determine if factors such as personal characteristics, organizational factors, career experiences, attributional processes, or sociodemographic factors related to the attitudes of Extension professionals toward women in management. A sample of 266 persons serving in professional capacities in the Extension service was questioned with a mailed survey of 48 questions using a five-point Likert-type scale; 231 usable surveys were returned (87 percent). Respondents ranged from below 30 to over 60 years of age, with the greatest percentage under 35. The typical respondent was male, under 35, with an agricultural degree, married, with no children. This typical respondent had participated in very few management training opportunities and had never been supervised by a woman. The study found that female Extension workers had more favorable attitudes toward women managers than did male workers. Older, married Extension professionals held more unfavorable attitudes than younger single professionals. Extension professionals with the highest education held more positive attitudes than those without advanced degrees. Extension personnel who had been supervised by women had more favorable attitudes than those who had not. In addition, Extension professionals who had participated in management training and managerial experiences held more unfavorable attitudes toward women managers. The study concluded that such attitudes could affect employee performance. It recommended more exposure of employees to women managers and evaluation of the results of the study for their implications for training programs. (KC)

ED 287 019 CE 048 455
Doran, Linda D.
Access for Adults: The Tennessee State University and Community College System's Initiatives for Serving Academically Underprepared Adults.
Pub Date—23 Oct 87
Note—16p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 23, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Students, *College Programs, College Students, *Developmental Studies Programs, *Educational Trends, Enrollment, Enrollment Influences, Futures (of Society), *Higher Education, *High School Equivalency Programs, *Student Needs, Two Year Colleges
Identifiers—General Educational Development Tests, *Tennessee
The Tennessee State University and Community College System is focusing special attention on a particular population of nontraditional students–academically underprepared adults. In 1985, the State Board of Regents implemented the Academic Assessment and Placement Program (AAPP) at the system's universities and two-year colleges. The entry-level holistic assessment and placement program was developed to ensure all students seeking admission to these institutions a reasonable chance of success in college. The Regents established the Remedial/Developmental Studies Program to provide a second chance for recent high school graduates and returning adults to acquire basic academic competencies that are needed for college-level work. The program is based on the mastery learning concept. For the two completed years of the program, it has been successful in increasing retention rates for both traditional and adult students. The State Board of Regents also attempted to reach out to the underprepared adult population by providing expanding opportunities for adults to complete General Educational Development (GED) preparation and testing through the College System. This program expansion is expected to increase the number of Tennesseans eligible for collegiate enrollment as well as employment opportunities. It is expected that the number of persons served will significantly increase in the future as more adults now in literacy and basic skills programs continue their education through the GED. Such programs are needed if colleges are to maintain their enrollments as the population ages. (KC)

ED 287 020 CE 048 459
Muench, Karen E.
A Comparative Study of the Psychosocial Needs of Adult Men and Women Students in an Adult Degree Program.
Pub Date—Oct 87
Note—18p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October

1987). Document has broken dot matrix print.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Students, *College Students, *Females, Higher Education, *Males, Needs Assessment, *Psychological Patterns, *Student Attitudes, Student Needs

Understanding the problems adults experience when they return to college campuses has received considerable research attention in the last two decades. The psychosocial concerns of returning adult women students frequently have been identified, but little research has focused on the psychosocial concerns of returning adult men students. A study compared the psychosocial concerns of men and women adult students enrolled in an adult degree program at a small privately owned liberal arts college in the Midwest. Data were collected by surveying 158 returning adult men and women students through a mailed questionnaire. The questionnaire asked for demographic information and information pertinent to psychosocial concerns. It was returned by 90 (57 percent) of the students. Findings indicated that both men and women adult students have psychosocial concerns. Self-doubt, guilt, lack of self-confidence, and the fear of failure and of not finishing a baccalaureate degree were identified as concerns for both men and women students. The findings should enable adult educators to interact more effectively in the classroom with adult learners of both genders. (KC)

ED 287 021 CE 048 460
Corsini, Irene Solity, Jeanne
Look Around and Pick It Up.
Adult Literacy and Basic Skills Unit, London (England).
Pub Date—87
Note—5p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, Adult Literacy, Community Resources, Curriculum Development, Foreign Countries, Instructional Materials, *Literacy Education, *Media Selection, *Teaching Methods, *Visual Aids, *Visual Stimuli

This article collects some of the many ideas that were generated in one of the workshop options at the Adult Literacy and Basic Skills Unit Materials Conference. The ideas it presents illustrate the purpose of the workshop, which was to explore, discuss, and plan ways of using objects and visual material as a source for generating ideas and developing literacy skills. The focus of the ideas is on encouraging visual perceptions and awareness in the development of skills and ways of working in adult basic education. Four examples are provided that could form the basis for programs of work; the examples could be adapted for one lesson, a short course, or a term's work with one student or a group. The following objects or experiences that are available in one's immediate environment are used as a source for generating ideas and developing literacy skills: a cash register, a handbag (contents including a pen, keys, a cinema ticket, and a badge), looking through a viewfinder, and taking a walk. (YLB)

ED 287 022 CE 048 463
Lewis, Linda H., Ed. Niemi, John A., Ed.
Commission of Professors of Adult Education. Proceedings of the 1986 Annual Conference (Hollywood, Florida, October 20-22, 1986).
Commission of Professors of Adult Education.
Pub Date—Oct 86
Note—95p.
Pub Type— Collected Works - Proceedings (021) — Reports - Research (143) — Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, Computers, Continuing Education, Educational Research, Graduate Study, Higher Education, Independent Study, *Labor Force Development, Professional Development, *Qualitative Research, Teacher Education, *Teacher Educators, Telecommunications
Identifiers—*Professionalism

These proceedings of a conference built around the theme of the professionalization of adult and continuing education include the full texts of presentations at the conference General Sessions, papers and synopses of conference workshops and panel presentations, reports from the seven task forces of the Commission of Professors of Adult Education; and the census of adult education doctoral degree recipients from 1981 and 1982. General sessions presentations are "Prospects for and Challenges to the Professionalization of Adult and Continuing Education toward the Year 2000" (Jerold Apps); "Professionalization of Selected Adult Education Sub-fields" (Ronald Cervero); and "Challenging the Future: The Professionalization of the Major Segments of Adult and Continuing Education" (William Griffith). Task force presentations include "Computers and Publication Opportunities" (Huey Long); "Computers, Telecommunications, and Adult Education Scholarship" (Roger Hiemstra, Tom Sork); "Defining Terms Used in HRD for Research and Practice" (Douglas Smith, Ronald Sherron); "Academic Preparation of Adult Educators and Human Resource Development Professionals: Is There a Nexus?" (Karen Watkins, Catherine Cameron, Victoria Marsick); "Survey of Graduate Programs" (Elizabeth Knott, Jovita Ross); "Toward Conceptualizing International Adult Education as a Field of Study and Practice" (Marcie Boucouvalas, Victoria Marsick); "Workshop on Decisions in Research that Influence Findings" (James McElhinney); "Quality in Qualitative Research" (Hal Beder); "Preparing Adult Educators to Use Qualitative Research Methods" (Catherine Cameron); "Qualitative Practices that Strengthen: Validity, Reliability, Generalizability, Replicability, and Prediction" (Roy Ingham); "Issues in Qualitative Research" (Donald Mocker); "Self-Directed Learning, Development, and Mentorship" (Laurent Daloz); and "Building Theory from Practice" (Victoria Marsick, Karen Watkins). The task force reports are in these areas: computer, human resource development, instructional improvement, international concerns, research, self-directed learning, and theory building. The annual census of doctorates conferred in adult education in 1981 and 1982 appears last. (YLB)

ED 287 023 CE 048 465
Adult Literacy. A Policy Statement and Resource Guide for Cities.
United States Conference of Mayors, Washington, D. C.
Pub Date—Jun 86
Note—26p.
Pub Type— Opinion Papers (120) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Coordination, Delivery Systems, *Educational Policy, Financial Support, Illiteracy, *Literacy Education, *Municipalities, Program Design, Program Development, Publicity, Public Policy, Research Needs, Resource Materials, *Urban Programs

This report expands upon a policy resolution passed unanimously at the 53rd Annual Conference of Mayors in 1985. The first part of the report, a policy statement, points out the magnitude of the adult illiteracy problem and of some of the issues involved, and briefly indicates how various segments of society can contribute to a solution. The second part suggests guidelines for developing literacy initiatives in cities. It is designed to serve as a resource guide and is nonprescriptive. Topics covered include mayoral role, public awareness, coordination of citywide efforts, service delivery, literacy program components, resources, national organizations, and research organizations. Suggestions and examples are provided as necessary. (YLB)

ED 287 024 CE 048 467
Pucel, David J. And Others
A Career Follow-up of Non-Education Degreed Postsecondary and Adult Vocational Teachers.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
Spons Agency—Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.
Pub Date—Sep 87
Note—80p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Vocational Education, Employment Patterns, Postsecondary Education, *Professional Development, Surveys, *Teacher Attitudes, *Teacher Persistence, *Vocational Education Teachers, *Vocational Followup, Work Experience

A study examined the career and professional development activities of postsecondary and adult vocational teachers without degrees in education during their first five years in vocational education. Data were gathered five years after course completion from people who enrolled in a course required for licensure as vocational teachers. The primary reason people took the course was to obtain initial vocational licensure. The two most important factors that attracted people to become vocational educators were their desire to share what they know and to work with students. Postsecondary and adult groups differed significantly on a number of the factors that attracted them to vocational education. The majority had prior teaching experience, participated in professional development activities, and felt there were employment advantages to having a degree in vocational education. Significant differences were found between the adult and postsecondary groups in the numbers of courses taken in instructional methodology and vocational education and in the amount of related work experience. Five years after entering vocational education, only 51.8 percent of the group was still in vocational education. The most important reasons for leaving were career advancement and job elimination. (Appendixes include a bibliography, the survey instrument, the analysis summary, and data tables.) (YLB)

ED 287 025 CE 048 470
Human Resource Management. Status of Agency Practices for Improving Federal Productivity. Fact Sheet for the Ranking Minority Member, Subcommittee on Federal Services, Post Office, and Civil Service, U.S. Senate.
General Accounting Office, Washington, D.C.
Report No.—GAO/GGD-87-61FS
Pub Date—Jun 87
Note—59p.; Small type in figures may not reproduce well.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more, 25% discount).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Employment Practices, *Federal Government, *Human Resources, Improvement, *Innovation, *Personnel Management, Productivity, *Public Agencies, Staff Utilization

This document contains an inventory of innovative human resource management (HRM) practices in federal departments and major independent agencies. To develop the inventory, the General Accounting Office (GAO) surveyed 71 federal organizations having 5,000 or more employees. The GAO used a questionnaire that asked agency officials to identify their HRM practices and to indicate those they considered innovative. The GAO also visited sites, reviewed agency documentation of selected practices, and interviewed officials from 47 of the 71 agencies. The document consists of a cover letter and five appendixes. A detailed discussion of the study objectives, scope, and methodology is found in Appendix I. Appendix II presents the overall results of the survey and describes (1) the frequency of implementation of HRM practices across the federal government; (2) the percentage of HRM practices that any single agency implemented; and (3) the HRM practices that agencies believe contribute significantly to operations. Appendix III describes briefly 15 examples of these practices. Appendix IV contains the inventory of innovative HRM practices that agency officials reported using. Appendix V defines HRM practices. (KC)

ED 287 026 CE 048 471
Blue-Collar Workers. Appraisal Systems Are in Place, but Basic Refinements Are Needed. Report to Agency Officials.
General Accounting Office, Washington, D.C.
Report No.—GAO/GGD-87-72
Pub Date—Jun 87
Note—42p.
Available from—U.S. General Accounting Office, P.O. Box 6105, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more, 25% discount).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Blue Collar Occupations, Employer Employee Relationship, *Evaluation Methods, Federal Government, *Government Employees, Job Performance, *Merit Rating, *Military Service, *Personnel Evaluation, Public Agencies
Identifiers—Air Force, Army, Navy, Veterans Administration

The U.S. Government Accounting Office (GAO)

evaluated how well divisions in the Departments of the Air Force, Army, and Navy and the Veterans Administration have implemented performance appraisal systems for blue-collar employees. The study found that in the four agencies visited, performance appraisal systems were in place; however, problems existed, particularly with performance standards. The GAO reviewed 84 performance plans applicable to 5,843 employees at the locations visited and found that one or more of the standards in 54 of these plans were not clear, did not distinguish among all levels of performance, or were based on uncontrollable external factors. In addition, some of these standards were not used to measure performance and in some cases were inappropriately based on personal traits. To a lesser extent, problems were also noted in communicating standards to employees in a timely manner and providing employees with performance feedback. Although agencies have conducted evaluations of performance appraisal systems and have identified deficiencies, evaluations by local authorities, where closer contact with the work and the standards for performing the work exist, were generally not occurring. The GAO recommended that the Secretaries of the Air Force, Army, and Navy and the Administrator of Veterans Affairs ensure that local authorities conduct evaluations of performance appraisal systems and correct deficiencies. All of the agencies agreed with the findings and said they were planning activities to address the shortcomings identified in the report; however, specific plans were often lacking. (KC)

ED 287 027 CE 048 475

Success of Public/Private Ventures in Employment and Training. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date—5 Sep 86

Note—97p.; Serial No. 99-136.

Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402. Portions of document contain small print.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Business, Cooperation, *Cooperative Programs, *Corporate Support, *Employment Problems, Federal Legislation, *Federal Programs, Hearings, *Job Training, Retraining, Skill Obsolescence

Identifiers—Congress 99th, Job Training Partnership Act 1982

This document contains the text of a congressional hearing focusing on successful private and public ventures in job training efforts. The purpose was to learn how to expand or extend programs in the private sector that provide job training to underskilled and undereducated workers in conjunction with the public sector. The bulk of the document consists of testimony presented by individuals representing the National Federation of Independent Business; Employment and Training Administration, U.S. Department of Labor; National Urban League; Marriott Corporation; Northrop Corporation; Los Angeles Private Industry Council; California State Employment and Training Panel; National Commission for Employment Policy; and International Business Machines Corporation. Prepared statements, letters, and supplemental materials provided from individuals representing the same organizations and agencies are also included. (YLB)

ED 287 028 CE 048 476

Conrad, Dan Hedin, Diane

Youth Service. A Guidebook for Developing and Operating Effective Programs.

Independent Sector, Washington, DC.

Spons Agency—Atlantic Richfield Foundation, Los Angeles, CA.; Ford Foundation, New York, N.Y.; Hazen Foundation, New Haven, Conn.; New York Times Foundation, N.Y.; Rockefeller Foundation, New York, N.Y.; William Randolph Hearst Foundation, Los Angeles, Calif.

Pub Date—Jan 87

Note—72p.; Some pages are printed on colored paper.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Citizen Participation, Community Organizations, *Community Programs, Community Services, Compliance (Legal), Educational Resources, Guidelines, *Models, Postsecondary Education, *Program Development, Program Implementation, Public Service, Secondary Education, *Student Organizations, Student Recruitment, *Student Volunteers, Voluntary Agencies, Volunteer Training

This guidebook was developed to provide assistance to persons wishing to begin, expand, or promote programs of youth community service. It features examples of what young people already are doing and practical, down-to-earth ideas for designing, organizing, running, promoting, and supporting youth service programs. Special attention is given to school-based progams because that is where most of the young people are and where there are often the most difficult structural barriers to involvement. The first section, "What Youth Can Do," illustrates a number of ways in which youth can and do help in working with a variety of problems and populations. Next is a section entitled, "Program Models," outlining the ways in which community service can be integrated into the organizational structure of youth agencies and schools. The next five sections ("Setting up the Projects," "Developing Your Own Projects," "Recruitment," "Liability," and "Transportation") deal with the nuts-and-bolts issues of starting a program and keeping it running smoothly. The next section, on "Learning from Service," offers practical suggestions for helping young people maximize the learning opportunities in their service experiences. The final two sections, "Rationale" and "Closing Note," summarize the key reasons to be involved with community service. The document contains some suggested exercises for teachers and others working in this field, and sample administrative forms, a short bibliography, and a listing of youth service resources are included as appendixes. (KC)

ED 287 029 CE 048 477

Postsecondary Vocational-Technical Training in Louisiana. Final Report.

Gulf South Research Inst., Baton Rouge, La.

Spons Agency—Louisiana State Board of Elementary and Secondary Education, Baton Rouge.

Pub Date—May 87

Contract—666-7009

Note—259p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Accountability, *Educational Improvement, *Information Systems, *Management Systems, *Postsecondary Education, State Programs, *Vocational Education

Identifiers—*Louisiana

This report recommends to the Louisiana Board of Elementary and Secondary Education initiatives to improve the management, information systems, and accountability of Louisiana's postsecondary vocational-technical system. Part I summarizes reforms in management of the vocational-technical education system needed to respond to economic and fiscal changes. These basic reforms are elaborated through 15 recommendations that have emerged from an analysis of the present system, a comparison with systems in other states, and interviews with over 100 people concerned with vocational-technical education in Louisiana. The recommendations, taken together, describe a system that redefines the governance structure of vocational-technical education in Louisiana. Part II provides an overview of Louisiana's publicly supported system for postsecondary vocational education. It addresses structure and organization, policy, management and administration, management plan, planning, budgeting and finance, service delivery, advisory boards, and articulation. Part III consists of 15 technical appendixes that are numbered to correspond to the 15 recommendations. Each appendix outlines the steps needed to implement a given recommendation and provides the background analysis that led to the recommendation. The recommendations are in three areas: improving overall system management, better management of programs, and improving accountability. (YLB)

ED 287 030 CE 048 483

Small Group Teaching Techniques. Vocational Instructor Teaching Skills Project.

Mount Hood Community Coll., Gresham, Oreg.; Oregon State Dept. of Education, Salem.; Portland Community Coll., Oreg.; Umpqua Community Coll., Roseburg, OR.

Pub Date—87

Note—22p.; For related documents, see ED 262 232-233 and ED 255 725.

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Instructional Development, *Learning Activities, Learning Modules, Postsecondary Education, Secondary Education, *Small Group Instruction, *Teacher Role, *Teaching Methods, *Vocational Education, *Vocational Education Teachers

This training module is intended to familiarize vocational education teachers with the techniques of small group instruction. It covers the following topics: the characteristics of a small group (participation, cooperation, controversy, and consensus); the benefits of learning in small groups (including promotion of active learning; student responsibility for learning; and higher-level and secondary learning that is centered around the learner); the role of the instructor in small group instruction (planner, housekeeper, material developer, initiator, timekeeper, discussion promoter, process observer, consultant, facilitator, evaluator, summarizer, model, and reinforcer); the four stages of group development (forming, storming, norming, and performing); activities that can improve the productivity of small groups (informing students about the group process, being explicit about group objectives, facilitating movement toward a performing level, and offering feedback); six attributes of effective small group activities (designing activities so that they are interesting, clearly defined, sequenced, well paced, flexible, and participative): types of activities for use in small groups (ice-breakers, brainstorming, buzz groups, the Phillips 66 technique, expanding groups, normal group process, and the fishbowl); and resources for designing or adapting existing small group activities. (MN)

ED 287 031 CE 048 484

Kempe, Joseph Kinde, Bruce

Graphic Arts.

Arizona State Dept. of Education, Phoenix.; Northern Arizona Univ., Flagstaff. Center for Vocational Education.

Pub Date—Sep 87

Note—165p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Annotated Bibliographies, Behavioral Objectives, *Competency Based Education, Emerging Occupations, Equipment Maintenance, *Equipment Utilization, *Graphic Arts, Learning Activities, Lesson Plans, *Photocomposition, Secondary Education, *Technological Advancement, *Trade and Industrial Education

This curriculum guide is intended to assist vocational instructors in preparing students for entry-level employment in the graphic arts field and getting them ready for advanced training in the workplace. The package contains an overview of new and emerging graphic arts technologies, competency/skill and task lists for the occupations of lithographic sheet-fed operator and lithographic platemaker, instructor's guides for units on these occupations, and an annotated bibliography. The following competencies are covered in the section on lithographic sheet-fed operators: consulting job tickets and organizing work flow, mounting plates, inspecting and preparing press systems, operating a press, troubleshooting, and performing maintenance and related duties. The following competencies are covered in the section on lithographic platemakers: consulting job tickets and organizing work flow; exposing, processing, and preserving presensitized additive and subtractive plates and other plate materials; repeating plate exposure; troubleshooting; and performing maintenance and other duties. The instructor's guide consists of a series of task sheets, each of which includes some or all of the following: competency/skill statement; task statement; performance objectives (including conditions in which the task is to be performed, evaluation criteria, and an evaluation standard); suggested student learning experiences; recommended instructional techniques; instructional equipment, materials, and supplies needed to complete the lesson; and recommended resources. (MN)

ED 287 032 CE 048 485

Aitken, James

Horticulture.

Arizona State Dept. of Education, Phoenix.; Northern Arizona Univ., Flagstaff. Center for Vocational Education.

Pub Date—Sep 87

Note—319p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—*Agricultural Education, Annotated Bibliographies, Behavioral Objectives, Business Administration, *Competency Based Education, Equipment Maintenance, Equipment Utilization, *Floriculture, *Horticulture, *Landscaping, Learning Activities, Lesson Plans, Plant Growth, Secondary Education, *Turf Management, Vocational Education

This curriculum guide is intended to assist vocational instructors in preparing students for entry-level employment in the field of horticulture and getting them ready for advanced training in the workplace. The package contains a validated competency/skill and task list, an instructor's guide, and an annotated bibliography. The following competencies are covered: understanding the basic principles of plant growth and development; propagating, growing, and maintaining nursery stock; mixing and applying horticultural chemicals; drafting landscape and irrigation plans; designing and installing irrigation systems; operating and maintaining sprinkler systems; designing, installing, and maintaining landscapes; constructing hardscape features; installing and maintaining residential and commercial turf areas and golf courses; operating and maintaining horticultural equipment; designing and preparing floral arrangements; selling and merchandising; managing a horticultural concern; developing desirable personal habits and leadership skills; and applying for a job. The instructor's guide consists of a series of task sheets, each of which includes some or all of the following: competency/skill statement; task statement; performance objectives (including conditions in which the task is to be performed, evaluation criteria, and an evaluation standard); suggested student learning experiences; recommended instructional techniques; instructional equipment, materials, and supplies needed to complete the lesson; and recommended resources. (MN)

ED 287 033 CE 048 486
Baldwin, Harold Whitney, Gregory
Welding.
Arizona State Dept. of Education, Phoenix.; Northern Arizona Univ., Flagstaff. Center for Vocational Education.
Pub Date—Sep 87
Note—147p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Annotated Bibliographies, Behavioral Objectives, *Competency Based Education, Cost Estimates, Emerging Occupations, *Equipment Utilization, Learning Activities, Lesson Plans, *Metal Working, Secondary Education, *Technological Advancement, *Trade and Industrial Education, *Welding

This curriculum guide is intended to assist vocational instructors in preparing students for entry-level employment as welders and preparing them for advanced training in the workplace. The package contains an overview of new and emerging welding technologies, a competency/skill and task list, an instructor's guide, and an annotated bibliography. The following competencies are covered: using oxyfuel equipment to flame-cut in specified positions, using oxyacetylene equipment to produce specified welds, using oxyacetylene equipment to produce specified brazed joints, using alternating (AC) or direct current (DC) shielded metal arc welding equipment to produce specified welds, using AC or DC arc cutting equipment to produce specified cuts, using gas metal arc and gas tungsten arc equipment to produce specified welds, performing hardfacing and build-up procedures, reading and drawing shop prints, and estimating project cost and time requirements. The instructor's guide consists of a series of task sheets, each of which includes some or all of the following: competency/skill statement; task statement; performance objectives (including conditions in which the task is to be performed, evaluation criteria, and an evaluation standard); suggested student learning experiences; recommended instructional techniques; instructional equipment, materials, and supplies needed to complete the lesson; and recommended resources. (MN)

ED 287 034 CE 048 488
La Mothe, Dolores And Others
Homemaker/Home Health Aide.
Arizona State Dept. of Education, Phoenix.; Northern Arizona Univ., Flagstaff. Center for Vocational Education.
Pub Date—Sep 87
Note—184p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Allied Health Occupations Education, Annotated Bibliographies, Behavioral Objectives, *Competency Based Education, Death, *Home Health Aides, Learning Activities, Lesson Plans, *Medical Services, *Occupational Home Economics, Secondary Education, *Visiting Homemakers

This curriculum guide is intended to assist vocational instructors in preparing students for entry-level employment as homemakers/home health aides and getting them ready for advanced training in the workplace. The package contains a competency/skill and task list, an instructor's guide, and an annotated bibliography. The following competencies are covered: identifying the functions of home care agencies and supportive personnel; demonstrating ethical/legal behavior and providing a positive image as a health care worker; communicating effectively; understanding human development and age-related problems; using safe body mechanics; maintaining a safe and clean home environment; providing or assisting with personal care; observing, measuring, and recording clients' physical conditions; planning, preparing, and serving meals to promote health and satisfaction; laundering, changing, and caring for household linens and clothing; providing activities for developing personal independence; safely operating, cleaning and storing household equipment; assisting with homemaking tasks and diagnostic measures; providing basic emergency care in the home, personal care, and therapeutic measures; and caring for dying clients. The instructor's guide consists of a series of task sheets, each of which includes some or all of the following: competency/skill statement; task statement; performance objectives (including conditions in which the task is to be performed, evaluation criteria, and an evaluation standard); suggested student learning experiences; recommended instructional techniques; instructional equipment, materials, and supplies needed to complete the lesson; and recommended resources. (MN)

ED 287 035 CE 048 489
Osbon, Michael A.
Machinist.
Arizona State Dept. of Education, Phoenix.; Northern Arizona Univ., Flagstaff. Center for Vocational Education.
Pub Date—Sep 87
Note—222p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Annotated Bibliographies, Behavioral Objectives, *Competency Based Education, Design, Emerging Occupations, *Equipment Utilization, Learning Activities, Lesson Plans, *Machine Tools, *Machinists, Mathematics Skills, Measurement Equipment, Measurement Techniques, Secondary Education, *Technological Advancement, *Trade and Industrial Education

This curriculum guide is intended to assist vocational instructors in preparing students for entry-level employment as machinists and preparing them for advanced training in the workplace. The package contains an overview of new and emerging technologies likely to affect machinists, a competency/skill and task list, an instructor's guide, and an annotated bibliography. The following competencies are covered: mathematical calculations necessary to complete machine work; techniques for designing and planning machine work according to instructions, drawings, and handbook references; techniques of precision measurement using a variety of tools; bench work needed in the machine shop; procedures for operating drill presses, grinders, saws, lathes, and milling machines according to established standards; and techniques for performing heat treatment tasks to satisfy job specifications. The instructor's guide consists of a series of task sheets, each of which includes some or all of the following: competency/skill statement; task statement; performance objectives (including conditions in which the task is to be performed, evaluation criteria, and an evaluation standard); suggested student learning experiences; recommended instructional techniques; instructional equipment, materials, and supplies needed to complete the lesson; and recommended resources. (MN)

ED 287 036 CE 048 490
Bufford, Ed And Others
General Marketing, Retailing and Entrepreneurship.
Northern Arizona Univ., Flagstaff. Center for Vocational Education.
Spons Agency—Arizona State Dept. of Education, Phoenix.
Pub Date—Sep 87
Note—386p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Adult Education, Annotated Bibliographies, Behavioral Objectives, *Competency Based Education, *Distributive Education, Employment Potential, *Entrepreneurship, Job Skills, Learning Activities, *Marketing, Postsecondary Education, *Retailing, Secondary Education, State Curriculum Guides

This curriculum guide, which combines the curriculum for three marketing related clusters, is intended to serve the employment needs of students at the secondary, postsecondary, or adult level. The guide is designed to assist teachers in using competency-based curriculum guides. Information on using the guide is followed by the master listing and matrix of marketing education competencies and tasks. Tasks are organized into 16 areas: employability, communications, mathematics, social skills, economics, marketing foundations, management foundations, product and service planning, distribution, purchasing, pricing, selling, promotion, marketing information management, finance, and risk. This information is provided for each task: competency and task; performance objective (conditions, evaluation, and standard); a listing of student learning experiences; suggested instructional techniques; instructional equipment, materials, and supplies; and list of resources. An annotated bibliography concludes the guide. (YLB)

ED 287 037 CE 048 491
Miller, Milton And Others
Arizona Industrial Arts Manufacturing Technology. Teacher's Curriculum Guide.
Arizona State Dept. of Education, Phoenix.; Northern Arizona Univ., Flagstaff. Center for Vocational Education.
Pub Date—Feb 87
Note—186p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Administration, Behavioral Objectives, *Competency Based Education, Computer Oriented Programs, Emerging Occupations, Employer Employee Relationship, Environmental Education, Futures (of Society), High Schools, *Industrial Arts, Industrial Training, Labor Force, Labor Legislation, Labor Relations, Learning Activities, Lesson Plans, *Manufacturing, *Manufacturing Industry, Robotics, *Technological Advancement, Unions, *Vocational Education

This curriculum guide is intended to assist junior and senior high school vocational instructors in presenting a course in manufacturing technology. The package contains a competency/skill and task list, an instructor's guide, and a bibliography. The following competencies are covered: the historical development of manufacturing (the interchangeability of parts, mass production, and the relationship between the economic system and manufacturing); manufacturing and the environment (energy sources, natural and synthetic materials used in manufacturing, plastics, the role of research and development, pure versus applied research, and major manufacturing resources); manufacturing in the future (space-related products, new product research, environmental considerations, automation, computer aided-manufacturing and computer-aided design, human resources, communications technology, and career plans); personnel in technology (the work ethic, employers' and employees'responsibilities to one another, considerations in establishing a worker training program, organized labor and collective bargaining, open and closed shops, labor legislation); industrial arts student associations; manufacturing in technology; management technology; and manufacturing enterprises. Each chapter in the instructor's guide contains introductory concept information and a series of competency sheets. Each competency sheet contains a competency statement, instructor information, and three levels of instructor activities. (MN)

ED 287 038 CE 048 492
Gramm, Linda A.

Institute for Business, Industry and Government: Serving Training Needs Locally.
Pub Date—87
Note—9p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, Business Administration, Business Skills, Clearinghouses, Community Colleges, Counseling Services, *Entrepreneurship, Evaluation Methods, *Linking Agents, Postsecondary Education, *Professional Training, Program Evaluation, *Retraining, *Small Businesses, Two Year Colleges
The Institute for Business, Industry and Government was established at Orange County Community College (New York) in April 1984 for the purpose of providing high quality, cost-effective training taught by qualified professionals at convenient locations and to develop methods of measuring training effectiveness. Since its first year of offering training programs, the institute has boosted its attendance from 477 persons in 25 programs to 1,131 persons in 62 programs. The institute offers seminars, workshops, and courses in topics related to business management, small businesses, and entrepreneurship. Other services that the institute offers to the business community include individualized counseling for potential exporters and importers, counseling for potential and present business owners, and training to women and minority group members who either own or want to own a business. The institute also serves as a resource clearinghouse for local business persons through its linkages with influential agencies, and it collaborates with other local agencies and organizations to cosponsor programs pertinent to specific audiences within the business community. Another service offered by the institute is that of grant writing on behalf of local for-profit organizations seeking training grants available through the New York State Department of Education. The institute and its programs have been well received, with 95 percent of those who have used its services rating them as excellent. (MN)

ED 287 039 CE 048 496
Kelly, Gary L.
Improving Vocational Guidance and Counseling for Middle School Students by Establishing a Regional Middle School Resource Center for Southwest Virginia. Final Report. Vocational Guidance and Counseling Project–Exemplary.
Roanoke County School Board, Salem, Va.
Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date—15 Jul 87
Note—55p.
Pub Type— Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Career Guidance, *Computer Software, Educational Resources, *Education Service Centers, Junior High Schools, Learning Resources Centers, Microcomputers, *Middle Schools, Program Development, Regional Planning, *Regional Programs, Resource Materials, School Counseling, *School Guidance, Shared Resources and Services
Identifiers—*Virginia
A project was conducted to accomplish the following: (1) to enhance the existing career resources in the career center at Northside Junior High School (Virginia) by purchasing computer programs appropriate for all segments of the middle school population; (2) to make the career center resources available to regional school systems or other visiting school systems for the examination and evaluation of materials, for inservice programs, and for assistance in program design; and (3) to evaluate the computer programs through counselor and student usage and to share the evaluations with interested educators across the state. During the project, the program administrators planned to purchase computer software appropriate for middle school students, to have counselors and students review the software, and to make the software and other career resources available to interested educators. As a result, 23 software programs, 5 sets of printed materials, and 2 videotapes were purchased, and 80 percent of the purchases were reviewed. Since the project was completed, one school system has visited the center, and two Virginia systems and two out-of-state systems have requested information. State conference workshops will be held in the career centers at a high school and a junior high, and evaluation of the software will continue. Recommendations were made to establish additional regional centers. (This project report includes the software evaluation form and a software catalog listing program names, descriptions, computer specifications, user levels, costs, sources, and source addresses.) (KC)

ED 287 040 CE 048 503
Grigsby, James Somerville, Sarah
Using Aptitude Testing to Facilitate Career Development Needs of the Community College Non-Traditional Adult Learner. Final Report. Vocational Guidance and Counseling Project.
Germanna Community Coll., Locust Grove, VA.
Spons Agency—Virginia State Dept. of Education, Richmond.
Pub Date—24 Jul 87
Note—45p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Adult Students, *Aptitude Tests, *Career Counseling, *Career Development, *Community Colleges, *Computer Assisted Testing, Counselor Training, Inservice Teacher Education, *Nontraditional Students, Sex Fairness, Two Year Colleges
Identifiers—*APTICOM (Computer Program)
Germanna Community College (Virginia) instituted a program involving computer-based career aptitude testing of nontraditional adult learners enrolled in community colleges. The APTICOM computerized aptitude testing apparatus (purchased from the Vocational Research Institute) was selected for the program. A publicity campaign was organized to disseminate information about the testing service to minority students, and inservice training workshops were offered to train counselors and teachers in using the APTICOM system. Beginning in the fall quarter 1986, APTICOM was incorporated into the daily offerings of services to all persons indicating career goal-setting concerns. APTICOM is slated for inclusion in the orientation course for all first-time degree-seeking students beginning in the winter quarter of 1987. Because it has been promoted as an unbiased career assessment tool, APTICOM is being used to generate sexually objective career decisions for students to use in their own career decision making. Germanna is also implementing activities to disseminate information about the availability of the aptitude testing service to the business/industry sector and to area high schools. (Appendixes include copies of the brochures and announcements developed to publicize APTICOM, faculty and student surveys about the test's perceived effectiveness, and a project budget summary.) (MN)

ED 287 041 CE 048 514
Remley, Theodore P., Jr. And Others
In-Service Program for Counselors, Teachers, and Other School Personnel Who Are Responsible for Career Counseling and Career Education Services for Students with Limited English Proficiency. Instructor's Manual.
Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date—16 Sep 87
Note—76p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Career Counseling, *Career Guidance, English (Second Language), *Inservice Teacher Education, Instructional Materials, Job Search Methods, *Limited English Speaking, Material Development, Models, *Program Development, School Counseling, *School Guidance, Secondary Education, Second Language Instruction, Teaching Methods, Vocational Education, Workshops
Identifiers—Virginia
The project described in this document was conducted in Virginia during the 1986-87 academic year to develop a model inservice program that would assist school personnel in providing vocational guidance for secondary school students with limited English proficiency. The project directors collected materials, searched the relevant professional literature, and consulted with experts in the field. The model inservice program was implemented with a group of secondary school counselors and teachers. After reviewing the evaluations provided by the participants in the program, the authors revised the model inservice program. The final product was an instructor's manual containing workshop activities, a classroom guidance unit, and an evaluation instrument. The guide, which makes up the majority of this report, covers the following topics: workshop formats, cross-cultural counseling, communications, assessment, workshop for parents, and 10 sessions of a career guidance unit (exploring interests, exploring work values, exploring career options, using career information resources, understanding work life in the United States, meeting career role models, finding employment, completing job applications, interviewing, and writing a resume). A financial aid handout and a workshop evaluation are included. The model inservice program is believed to have the potential of making a significant impact in the delivery of vocational guidance services for students with limited English proficiency if school personnel are trained to implement it. (KC)

ED 287 042 CE 048 528
Property Management and Maintenance. Sacramento County Bilingual Vocational Training Program.
Elk Grove Unified School District, Calif.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Grant—G008620037
Note—339p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Adult Education, *Bilingual Education, *Buildings, Curriculum Guides, Indochinese, Instructional Materials, Job Skills, Job Training, Learning Activities, Lesson Plans, *Limited English Speaking, *Maintenance, *Supervisors, Vocational Education, *Vocational English (Second Language)
Identifiers—*Property Management
This curriculum guide provides materials for a course that prepares limited English speaking Indochinese adults for entry-level employment in the field of property management and building maintenance. Information on the project that developed these materials is followed by a curriculum outline for the Vocational English as a Second Language (VESL) component. Materials include the program design, a lesson plan for vocabulary development, VESL teaching activities (in recognition, production, and application), and the structures and vocabulary to be taught. The curriculum is divided into 18 chapters. Each chapter contains a lesson plan (teaching materials source, a listing of main concepts to be taught, teaching activities, length of lesson, evaluation), teaching materials, tests, technical glossary, and related general glossary. Topics of the chapters include tools, care of tools and equipment, plumbing repairs, plaster and drywall, redecorating with paint, redecorating with wall coverings, redecorating floors, fasteners and other hardware, door repairs, window repairs, exterior carpentry repairs, ordering lumber and other building materials, cement and tile work, heating systems maintenance, insulation, setting up a workshop, and job skills. (YLB)

ED 287 043 CE 048 529
Bilingual Vocational Training Program for Chinese Chefs. Curriculum Package.
China Inst. in America, New York, NY.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—Jun 87
Grant—G008620005
Note—276p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Bilingual Education, *Chinese, *Cooking Instruction, *Cooks, *English (Second Language), Food, Food Service, *Limited English Speaking, Postsecondary Education, Second Language Instruction, Vocational Education
This manual was prepared by the staff of the China Institute's Bilingual Vocational Training Program, which has been in operation since 1975. The document includes a description of the training program for Chinese chefs and the curriculum guide used in the program. Following the introductory section, which describes the program objectives, strategies, logistics, and evaluation, the guide provides a course and content outline for the 20-week course. The course description is followed by 10 appendixes (comprising the bulk of the document) that provide the following: English screening test, vocational course objectives, vocational English as a second language course objectives, recruitment, field practice orientation plan, counseling procedures, job development materials, follow-up form

and materials, students' program evaluation form, and a bibliography of texts and resources. Examples of curriculum materials are included. (KC)

ED 287 044 CE 048 532
Ratcliffe, Joan
Towards Tertiary Education. Staff and Staff Development.
Further Education Unit, London (England).
Report No.—ISBN-1-85338-012-1
Pub Date—87
Note—52p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Curriculum Development, *Educational Change, Faculty Development, Foreign Countries, *Postsecondary Education, Program Descriptions, Program Development, Program Implementation, *Staff Development, *Staff Orientation, Tutoring, Vocational Schools
Identifiers—Great Britain

This report is intended as a resource for all those interested in staff development, especially in the tertiary education context. It describes the staff development project in the first two years of a new tertiary college–Harlow Technical College in England. An introduction and a description of the context of the project begin the report. Section I describes the process of change to tertiary. Special emphasis is given to the need to integrate staff and the effect of the physical environment. Section II discusses the three driving forces for development in the new college–organizational development, curriculum development, and staff development. These forces are considered during the three stages of the project. Section III addresses delivery of staff development. Topics include management support, the move to curriculum-led development, and using in-house expertise. Section IV focuses on staff development and tutoring, including the role of staff development in supporting change, staff development and line management, and meeting the needs of staff. The final section contains conclusions and reflections on the project as a whole and examines the relationship between staff development and management. Each section contains highlighted statements of what was learned in that section. Appendixes include the questionnaire, staff development policy document, listing of staff development courses, a case study of a curriculum-led staff development effort, and a guide on tutoring. (YLB)

ED 287 045 CE 048 533
Hermann, G. D. Kenyon, R. J.
Competency-Based Vocational Education. A Case Study. FEU/PICKUP Project Report.
Further Education Unit, London (England).
Report No.—ISBN-1-85338-013-X
Pub Date—87
Note—63p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Case Studies, *Competency Based Education, Employer Attitudes, Foreign Countries, Postsecondary Education, Program Development, *Program Effectiveness, Program Evaluation, *Program Implementation, Student Attitudes, Teacher Attitudes, *Vocational Education
Identifiers—*DACUM Process, Great Britain

This document describes a case study of a competency-based vocational education (CBVE) project. An introduction outlines the nature of CBVE and places it in the context of vocational competence. This section also describes a rationale for how CBVE relates to the individual, to access, and to the recognition of previous learning. The features and processes of CBVE and their status are also defined. Section 2 discusses DACUM (Developing a Curriculum) as a highly structured example of CBVE and outlines its main features: occupational analysis, a list of competencies, and a statement of criteria for each competency. Section 3 describes the case study in the Department of Catering Services, Burton upon Trent Technical College, England, which adapted and implemented material developed in Canada. Section 4 reports the reactions of students, tutors, and employers to the CBVE project. It was found that employers liked the CBVE approach for its increased relevance and their participation, the students eventually appreciated the freedom and responsibility it gave them, the results were at least as good as for previous traditionally taught groups, and the results were achieved in one year instead of two. Section 5 reviews the Burton upon Trent pilot study in the light of the Further Education Unit aims. Appendixes include information on CBVE and the DACUM process, results of the student survey, and a staff guide to using the CBVE approach. (YLB)

ED 287 046 CE 048 536
Carver, L. Sue
ABE. The Hearing Impaired.
College of the Mainland, Texas City, Tex.
Spons Agency—Texas Education Agency, Austin.
Pub Date—Jun 86
Grant—66320207
Note—118p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Basic Education, Adult Students, *Deaf Interpreting, Educational Resources, Hearing (Physiology), *Hearing Impairments, *Instructional Materials, Language Handicaps, *Learning Problems, Literacy Education, Manual Communication, Motivation, Reading Instruction, Services, Speech and Hearing Clinics, Speech Handicaps, Student Evaluation, Student Recruitment, Writing Instruction
Identifiers—Texas

This handbook was written to help teachers of adult basic education (ABE) adapt their teaching methods for hearing impaired persons. Written in a narrative format, the guide covers the following topics: ABE for the hearing impaired, hints for working with the hearing impaired without an interpreter, peer pairing, interpreters in the classroom (teacher's, interpreter's, and student's responsibilities), locating interpreters, motivation, goal setting, assessment of hearing impaired students, available assessment tools, writing assessment, adapting materials, effective methods and materials, the language experience approach, picture descriptions, selecting materials (annotated bibliography), reading fluency and flexibility, critical thinking skills, pragmatic skill practice, career awareness, substitution drills, and student recruitment. The text is illustrated with examples and sample materials. Appendixes contain technical information about deafness and a list of services for the deaf in Texas. (KC)

ED 287 047 CE 048 537
Hawkins, Carria
Writing for Beginning Readers.
Lutheran Social Mission Society, Philadelphia, PA. Lutheran Settlement House.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.
Pub Date—85
Note—153p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Basic Education, Adult Students, *Basic Skills, Beginning Reading, *Daily Living Skills, Females, Handwriting, *Literacy Education, *Skill Development, *Writing Exercises, Writing Instruction, *Writing Skills

This guide contains 15 units designed to help adult basic education or literacy education students write materials used in everyday life. The first section of the guide contains an introduction to the writing/teaching process and suggestions for teachers. The 15 units that follow serve as a workbook for students. They cover the following topics: penmanship, recording dates and appointments, a grocery list, taking telephone messages, the sentence, permission note, absence note, descriptions, friendly letter, addressing an envelope, complaint letter, business letter, free writing, book reports, and application forms. Each unit contains an assignment with an exercise and examples. The materials are oriented toward female students. (KC)

ED 287 048 CE 048 538
Shrawder, Jack And Others
Aviation Maintenance Technology. Course Content Guides. FAA Approved Curriculum.
Alaska Univ., Anchorage.
Pub Date—1 Oct 87
Note—266p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Aerospace Education, Air Transportation, *Aviation Mechanics, Aviation Technology, Course Content, Electronics, *Engines, Higher Education, Laboratory Procedures, *Technical Education, Welding

Course content guides are provided for the 30 courses in this aviation maintenance technology curriculum approved by the Federal Aviation Administration. Course titles are physics for technicians; aircraft information, regulations, and procedures; aircraft assembly; fundamentals of aircraft electronics; aircraft electrical components; aircraft sheetmetal; aircraft reciprocating engine theory and overhaul; aircraft reciprocating engine and propeller installation and operation; aircraft fuel systems; aircraft turbine engines; aircraft fluid power systems; aircraft electrical systems; aircraft bonded structures; aircraft auxiliary systems; aircraft inspection and troubleshooting; fundamentals of aircraft welding, covering, and finishing; and laboratory courses for all of these courses. Each course content guide consists of these components: a description of the course design (credits, hours, fees), activities, prerequisite knowledge and skills, evaluation, and a course outline. (YLB)

ED 287 049 CE 048 539
Hart, Russ A.
Sunrise to Sunset Lifelong Learning Via Microwave Networks: From a National Heritage.
Pub Date—Oct 86
Note—19p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Hollywood, FL, October 22-29, 1986). For a related document, see ED 277 289.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Delivery Systems, *Distance Education, *Educational Technology, *Lifelong Learning, *Networks, Technological Advancement, *Telecommunications
Identifiers—*Central Valley Microwave Network CA

Of necessity, adult educators will be turning to technological delivery forms to meet the insistent call for increasing numbers of programs. As teleconferencing, television, microwave, minicomputer, satellite, fiberoptic, and laser technologies continue to expand, they hold promise of educating millions of adult students on and off campus. A distance education model's shape is determined by the particular needs of the region in which it is based. The distance education projects that have made a real impact in the United States have usually been multimedia networks, often employing high-frequency microwave technology. The technology that has allowed all of this to occur falls under the umbrella of networking. Model microwave networks include the closed circuit television networks operated by the Association for Higher Education of North Texas, the Indiana Higher Education Telecommunication System, the Kirkwood (Iowa) Telecommunication System, the South Carolina Educational Television Network, and the Central Maine Interactive Telecommunications System and Aroostook County Telecommunications System. All these models demonstrate that colleges, universities, and consortia can extend undergraduate, graduate, professional, and continuing education via telecommunication to adults at times and places that suit their convenience. (YLB)

ED 287 050 CE 048 543
Schroeder, Wayne E. Butler, Roy L.
Improving Vocational Education Programming through Greater Involvement of Trade Associations.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—87
Grant—G008620030
Note—147p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Case Studies, *Cooperative Planning, Coordination, Educational Cooperation, Educational Policy, Educational Practices, Information Sources, Labor Market, Linking Agents, Postsecondary Education, *Professional Associations, *Program Improvement, *School Business Relationship, Secondary Education, *Skilled Occupations, Trade and Industrial Education, *Vocational Education

A study examined the role of trade associations in vocational education programming. The primary objectives of the study were to identify ways to improve vocational education planning through greater involvement of trade associations in ways other than as suppliers of labor market information and to determine whether national or state trade

associations are likely sources of useful labor market information for vocational education planning. Approximately 100 candidate trade associations were identified from a preliminary survey of state directors of vocational education. Of these, five national trade associations were selected for on-site case studies, and 53 state trade associations were selected for abbreviated case studies that were conducted by telephone. The case studies resulted in findings dealing with the following aspects of the role of trade associations in vocational education: current operational activities conducted by trade associations in support of vocational education planning and programming and the prospects of their future involvement; present and prospective initiation of linkages between trade associations and vocational education; current and prospective practices for the planning and operational phases of trade associations-vocational education linkage activities; benefits of trade associations linkages with vocational education; and facilitators and inhibitors influencing planning, conduct, and outcomes of trade association-sponsored activities. (Appendixes include various project correspondence, a project profile, the national trade association case study interview schedule, the case study instrument for assessing market/changing technology information, and planning/programming and labor market/changing technology grids.) (MN)

ED 287 051 CE 048 552
McElroy, Robert G.
Major Statistical Series of the U.S. Department of Agriculture. Volume 12: Costs of Production. Agriculture Handbook No. 671.
Economic Research Service (DOA), Washington, D.C.
Pub Date—Sep 87
Note—23p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agricultural Production, Annotated Bibliographies, Budgets, Cost Effectiveness, *Cost Estimates, *Costs, Data Interpretation, Federal Legislation, *Information Sources, National Surveys, *Productivity, Research Methodology, *Statistical Analysis, *Statistical Inference
This handbook is intended to help government, university, private sector, and other users become better acquainted with the concepts and data underlying the Department of Agriculture's statistical series. The introduction reviews what various pieces of federal legislation say about the computation of agricultural production costs by the U.S. Department of Agriculture. The survey methods that the department uses to collect its statistical data are explained next. The section on enterprise budgets covers (1) cash receipts, expenses, and returns and (2) economic costs and returns. The following aspects of using enterprise budgets to estimate production costs are outlined: preparation of survey results, budget assumptions and data sources, and regional and national aggregations. Cost and return indicators are discussed in a section on the use of cost-of-production data. An annotated bibliography concludes the handbook. (MN)

ED 287 052 CE 048 553
Day, John C. Horner, Gerald L.
U.S. Irrigation. Extent and Economic Importance. Agriculture Information Bulletin Number 523.
Economic Research Service (DOA), Washington, D.C.
Report No.—AIB-523
Pub Date—Sep 87
Note—31p.; Document contains colored print.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Agricultural Production, *Agricultural Trends, *Cost Effectiveness, Differences, Regional Characteristics, Trend Analysis
Identifiers—*Irrigation
Data for the years 1974, 1978, 1982, and 1984 are used to identify the principal features of irrigated farming in the United States and to assess the importance of irrigation to the farm economy. Irrigation of U.S. acreage declined 5.6 million acres between 1978 and 1984 to 44.7 million acres. In 1982 irrigated acreage represented 6 percent of the 820 million acres of cropland and pastureland harvested in the contiguous United States. These irrigated lands accounted for about 13 percent of all cropland harvested in 1982, however, and thus contributed 32 percent of the total value of the crops produced that year. Irrigation was used on the entire rice crop; 60 to 70 percent of vegetable, potato, and orchard crops; 53 percent of the sugar beet crop; and 35 percent of the cotton crop. Other crops were irrigated in proportions ranging from 4 to 17 percent. The four western regions (Northern Plains, Southern Plains, the Rocky Mountain, and Pacific areas) accounted for almost 85 percent of all irrigated land. The most rapid increase in the use of irrigation occurred in the Lake States and Corn Belt, where irrigated acreage nearly doubled between 1974 and 1982. Other areas in which the use of irrigation was increasing at a rapid rate included Appalachia (67 percent), the Southeast (73 percent), the Delta States (78 percent), and the Northern Great Plains (52 percent). Irrigation declined 14 percent in the Southern Plains. As of 1984, about 60 percent of all irrigation systems were gravity flow systems, with the remainder being either sprinkler or drip systems. (MN)

ED 287 053 CE 048 557
Pension Plans. Many Workers Don't Know When They Can Retire. Briefing Report to the Chairman, Select Committee on Aging, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/HRD-87-94BR
Pub Date—Aug 87
Note—37p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies-$2.00 each; 100 or more-25% discount).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Early Retirement, *Employees, *Information Needs, *Knowledge Level, *Labor Force, National Surveys, *Retirement Benefits, Statistical Inference
Identifiers—Survey of Consumer Finances
A study assessed the level of workers' knowledge of their pension plan's provisions related to early and normal retirement. The data used were from the 1983 Survey of Consumer Finances. The survey, which was based on a nationwide sample of more than 3,800 households and more than 1,000 public and private pension plans that covered them, asked the respondents if they would be eligible for early retirement and when they would first be eligible for full retirement benefits (normal retirement) or reduced retirement benefits (early retirement). The following inferences were drawn on the basis of the data collected in the 1983 survey: (1) over 40 percent of the 22 million workers in pension plans offering early retirement were either incorrect or did not know about their eligibility for early retirement benefits; (2) about 75 percent of the 12 million workers who were correct about being eligible for early retirement benefits were either incorrect or did not know about their eligibility data; (3) workers who would be eligible for early retirement were from 3 to 17 times more likely to know about their eligibility than those who would not be eligible; (4) having had education beyond high school and being more than 5 years from eligibility for early retirement were two factors associated with a higher likelihood of being correct about one's own retirement benefits; and (5) women were from 2.5 to 5 times as likely as men to say that they did not know about their early retirement eligibility. (An appendix details the log-linear analysis used in this study.) (MN)

ED 287 054 CE 048 566
Urban Job Center for Women. Final Report.
Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—30 Jun 87
Note—24p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, *Counseling Services, Employment Potential, Employment Services, *Fatherless Family, *Females, Job Placement, Minority Groups, Postsecondary Education, Role Models, *Urban Areas, Urban Education, *Vocational Education
Identifiers—New Jersey
The Urban Job Center was designed to help break the poverty cycle for single parents and their children by increasing single mothers' participation in job training, providing them with such supportive services as child care and transportation assistance, helping them gain access to higher-paying jobs, and informing parents about realistic opportunities for their children. The center's goal was to involve 150 single parents in counseling (while providing jobs or training to 130 of them), provide information to an additional 250 individuals, disseminate information on training and jobs, widen and strengthen the community support network, develop a career group of role models, and quantify and codify the progress made by project clients. From November 1984 through fiscal year 1986, the center served 374 individuals free of charge. Of these, 277 (95 percent) were women. Two hundred fifty-seven clients entered vocational training programs or employment, and an additional 35 are receiving intensive career-planning services. A total of 257 clients attained job readiness by the end of fiscal 1986. The center has identified and trained approximately 30 women to serve as good will ambassadors to the public and as role models for other single parents. They have been trained in finding and using resources, speaking, understanding vocational training options, seeking higher wage opportunities, and presenting themselves well. The center has proved itself to be a valuable community resource. (MN)

ED 287 055 CE 048 567
Coordinated Assistance, Services and Training (C.A.S.T.). Annual Report FY 86-87.
Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—87
Note—17p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, Counseling Services, Employment Potential, *Fatherless Family, *Females, *Heads of Households, *Hispanic Americans, Job Placement, *Outreach Programs, Vocational Education, Workshops
Identifiers—New Jersey
The Coordinated Assistance, Services and Training (CAST) program reaches out to identify, counsel, and provide services for Hispanic women who are single-parent homemakers. The program is designed to increase their involvement in vocational training, provide them with support services, and help them secure and retain higher-paying jobs. The program includes three phases. Phase 1 entails intake, assessment, and counseling; phase 2 involves placement in training and/or a job as well as ongoing counseling and supportive services; and phase 3 consists of client follow-up and continuation of counseling (in the form of more intensive educational and career planning). During its first year of operation, CAST provided counseling and assessment services to more than 169 clients. A series of vocational orientation workshops were held for 62 women, and 54 clients were placed in vocational training or employment. At the same time, the program has helped increase public awareness of vocational training and job opportunities for women. (MN)

ED 287 056 CE 048 568
Teenage Parent Center of the Single Parent Assistance, Counseling and Education Project. Annual Report FY 86-87.
Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—87
Note—21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Counseling Services, County Programs, *Dropout Prevention, *Early Parenthood, *High Risk Students, *One Parent Family, Outreach Programs, Secondary Education, Student Recruitment, Vocational Education
Identifiers—New Jersey
The Teenage Parent Center of the Single Parent Assistance, Counseling and Education Project was developed to support, guide, and direct adolescent mothers, pregnant teenagers, and teens at risk of

becoming parents through successful completion of a high school diploma or school year in a vocational setting in Middlesex County, New Jersey. The program's ultimate goal was to increase the economic self-sufficiency of single adolescent parents living in the area. During its first year of operation, the program encouraged over 75 clients to remain in or enroll in vocational training. The project supportive services coordinator performed case management activities to ensure that clients were provided with any of the following services that they needed: child care information and assistance; health, mental health, and social agency referral; academic and personal counseling, daily attendance support and encouragement to stay in school; meetings with other students and parents; parenting skills training; information on nontraditional vocational programs and occupations; training in job search skills and resume writing; and job placement. The project also maintains an ongoing recruitment campaign that is coordinated with local social agencies, hospitals, and schools. (MN)

ED 287 057 CE 048 580
New Jersey State Sex Equity Leadership Council. Final Report October 1986-June 1987.
Bergen County Vocational-Technical High School, Hackensack, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—Jun 87
Note—31p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Leadership Training, Nontraditional Occupations, Postsecondary Education, School Holding Power, *Sex Fairness, *Statewide Planning, Student Recruitment, *Teacher Workshops, *Vocational Education, *Vocational Education Teachers
Identifiers—*New Jersey
The New Jersey Sex Equity Leadership Council was designed to serve as a model leadership identification and training program. The primary objectives of the council were to develop a cadre of trained personnel within the state's vocational system and to increase student recruitment and retention in nontraditional curricula within individual vocational programs. Of the 20 school districts invited to participate in the council, 3 declined to do so. The council met three times during the year. The agenda for the first meeting included the following topics: the goals of the council, an historical and social overview of sexism and sex stereotyping, and sex equity issues as they relate to vocational education. The second meeting dealt with the concept of change and the role of change agents, the characteristics of effective leadership, and systems used in the vocational programs represented on the council to recruit and retain students in nontraditional vocational programs. At the third and final meeting, the characteristics of nontraditional programs and the role of change agents were reviewed, council members were allowed to exchange information on their plans to improve their currently existing student recruitment and retention programs, and information on funding resources and resources available within the New Jersey State Department of Vocational Education was provided. Appendixes include a council membership list and the sex fairness checklists, information sheets, and guidelines distributed at the meetings. (MN)

ED 287 058 CE 048 591
Quigley, Benjamin Allan
The Canadianization of the GED. The History and Development of the General Educational Development Testing Program in Canada. Occasional Paper, Number 1.
American Council on Education, Washington, D.C. General Educational Development Testing Service.
Report No.—ISBN-0-8268-1207-2
Pub Date—Jan 87
Note—18p.; Based on doctoral research supported by the Saskatchewan Department of Advanced Education and Manpower.
Available from—GED Testing Service, American Council on Education, One Dupont Circle, NW, Suite 20, Washington, DC 20036 ($5.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Developed Nations, *Educational Development, *Educational History, Foreign Countries, *High School Equivalency Programs, Program Development, Test Construction, *Testing Programs
Identifiers—*Canada, *General Educational Development Tests
Eight provinces and two territories have built a Canadian General Educational Development (GED) testing program. The Canadian GED program has a number of major Canadian characteristics that have evolved due to a certain inner logic set in motion as the provinces and territories joined the GED program. In order, these provinces and territories have joined the GED program: Nova Scotia, Saskatchewan, Prince Edward Island, Manitoba, New Brunswick, British Columbia, Newfoundland, Labrador, Northwest Territories, Yukon Territory, and Alberta. Six salient Canadian characteristics have come to make this a Canadianized program in content, delivery, and Canadian regulatory policies: use of grade levels, centralization, consistent passing levels, French testing, Canadian social studies, and metrication. These six characteristics have created a Canadian GED program that is Canadian in content with Canadian social studies and metrication, Canadian in form with French GED, and Canadian in terms of delivery arising from higher pass levels and in terms of a long tradition of centralization and standardization in provinces/territories as compared to the United States. (YLB)

ED 287 059 CE 048 592
Palmer, Teresa M.
Needed Training Competencies and University Offerings: Designing a Good Match.
Pub Date—24 Oct 87
Note—19p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Competence, Curriculum Development, Educational Research, Job Skills, *Skills, Surveys, *Trainers, *Training
A study was conducted to identify the competencies needed by training professionals as perceived by those currently employed as professionals in training. Its purpose was to provide data useful in curriculum development. The sample consisted of the membership of two local chapters of the American Society for Training and Development in central Illinois. A mailed questionnaire asked respondents to rank the importance of 34 competencies and to identify additional competencies they perceived as being important. Data from the 82 returned questionnaires (42 percent) indicated that more than 50 percent of the respondents ranked five competencies as extremely useful: oral communication skills, written communication skills, group facilitation skills, platform presentation skills, and needs assessment skills. Respondents ranked six competencies as not very important to training professionals: computer-assisted instruction, facility selection/design, design and production of graphics, interactive video, research design, and research reports. (The instrument is appended.) (YLB)

ED 287 060 CE 048 597
Vassallo, Thomas
Commercial Art.
Ocean County Vocational Technical School, Toms River, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—[87]
Note—130p.; For related documents, see CE 048 598-603.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Basic Skills, Behavioral Objectives, *Commercial Art, Communication Skills, Competency Based Education, Curriculum Guides, *Design, Industrial Arts, *Integrated Curriculum, Job Skills, Learning Activities, Mathematics Skills, Sciences, Secondary Education, *Trade and Industrial Education, Units of Study, Vocational Education
Identifiers—Science Skills
This curriculum guide provides materials for a competency-based course in commercial art at the secondary level. The curriculum design uses the curriculum infused model for the teaching of basic skills as part of vocational education and demonstrates the relationship of vocationally related skills to communication, mathematics, and science knowledge. Basic skills matrices are provided that indicate the curriculum in which each skill is studied. A list of course objectives precedes the curriculum. Course materials are divided into units, each of which correlates task, theory, communication skills, mathematics skills, science knowledge, and student outcomes. Units include classroom safety, commercial art theory, basic drawing, tools, measurement, rough layout, layout and design, lettering, paste-up, inking, silkscreen, color, cartooning, airbrush, computer, photography, art career, and stat camera. (YLB)

ED 287 061 CE 048 598
Gorman, Dolores
Medical Office Receptionist/Assistant.
Ocean County Vocational Technical School, Toms River, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—[87]
Note—240p.; For related documents, see CE 048 597-603.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Allied Health Occupations Education, *Basic Skills, Behavioral Objectives, Communication Skills, Competency Based Education, Curriculum Guides, *Integrated Curriculum, Job Skills, Learning Activities, Mathematics Skills, *Medical Assistants, *Office Occupations Education, *Receptionists, Sciences, Secondary Education, Units of Study, Vocational Education
Identifiers—Science Skills
This curriculum guide provides materials for a competency-based course in medical office receptionist/assistant at the secondary level. The curriculum design uses the curriculum infused model for the teaching of basic skills as part of vocational education and demonstrates the relationship of vocationally related skills to communication, mathematics, and science knowledge. Basic skills matrices are provided that indicate the curriculum in which each skill is studied. A list of course objectives precedes the curriculum. Course materials are divided into units, each of which correlates task, theory, communication skills, mathematics skills, science knowledge, and student outcomes. Units include safety in the medical office, career opportunities, job opportunities, professional status, career qualifications, professional conduct, medical law and ethics, telephone procedures, appointment control, emergency patients, recall system, referrals, meeting the patients, health insurance, workmen's compensation, medical specialties, anatomical descriptors and fundamental body structure, systems of the human body, records management, office mail, medical records, office management equipment, financial responsibilities, financial management, instruments used in the medical practice, asepsis, autoclave, beginning the database, vital signs, general physical examination, microscope, blood tests, specimen collection, and diagnostic tests. (YLB)

ED 287 062 CE 048 599
Brown, Desmond
Automotive Mechanics.
Ocean County Vocational Technical School, Toms River, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—[87]
Note—236p.; For related documents, see CE 048 597-603.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Auto Mechanics, *Basic Skills, Behavioral Objectives, Communication Skills, Competency Based Education, Curriculum Guides, *Engines, *Integrated Curriculum, Job Skills, Learning Activities, Mathematics Skills, Sciences, Secondary Education, *Trade and Industrial Education, Units of Study, Vocational Education
Identifiers—Science Skills
This curriculum guide provides materials for a competency-based course in automotive mechanics at the secondary level. The curriculum design uses the curriculum infused model for the teaching of basic skills as part of vocational education and demonstrates the relationship of vocationally related skills to communication, mathematics, and science knowledge. Basic skills matrices are provided that indicate the curriculum in which each skill is stud-

ied. A list of course objectives precedes the curriculum. Course materials are divided into units, each of which correlates task, theory, communication skills, mathematics skills, science knowledge, and student outcomes. Units include career orientation, fasteners, measurement, safety, tires, lubrication, cooling system, battery service, electrical systems, starting systems, charging systems, brake systems, suspension systems, wheel alignment, fuel systems, emission controls, drive trains, engine systems, tune-up, and air conditioning. (YLB)

ED 287 063 CE 048 600
Felice, Michael
Recreational Vehicle Trades.
Ocean County Vocational Technical School, Toms River, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—[87]
Note—84p.; For related documents, see CE 048 597-603.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Auto Mechanics, *Basic Skills, Behavioral Objectives, Communication Skills, Competency Based Education, Curriculum Guides, *Engines, *Integrated Curriculum, Job Skills, Learning Activities, Mathematics Skills, Sciences, Secondary Education, *Trade and Industrial Education, Units of Study, Vocational Education
Identifiers—*Recreational Vehicles, Science Skills
This curriculum guide provides materials for a competency-based course in recreational vehicle trades at the secondary level. The curriculum design uses the curriculum infused model for the teaching of basic skills as part of vocational education and demonstrates the relationship of vocationally related skills to communication, mathematics, and science knowledge. Basic skills matrices are provided that indicate the curriculum in which each skill is studied. A list of course objectives precedes the curriculum. Course materials are divided into units, each of which correlates task, theory, communication skills, mathematics skills, science knowledge, and student outcomes. Units include tools, fasteners, measurement, shop manuals, engine, crankshaft and bearings, pistons and connecting rods, valves and valve train, lubrication system, fuel system, cooling system, gasoline, electrical system, battery, starting system, charging system, ignition system, drive train, drive line, differentials, suspension, steering systems, brake system, tires and wheels, heating and air conditioning, emission controls, and welding. (YLB)

ED 287 064 CE 048 601
Gudzak, Raymond
Building Trades.
Ocean County Vocational Technical School, Toms River, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—[87]
Note—84p.; For related documents, see CE 048 597-603.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Basic Skills, Behavioral Objectives, *Building Trades, *Carpentry, Communication Skills, Competency Based Education, *Construction (Process), Curriculum Guides, Equipment, Finishing, *Integrated Curriculum, Job Skills, Learning Activities, Mathematics Skills, Sciences, Secondary Education, *Trade and Industrial Education, Units of Study, Vocational Education
Identifiers—Science Skills
This curriculum guide provides materials for a competency-based course in building trades at the secondary level. The curriculum design uses the curriculum infused model for the teaching of basic skills as part of vocational education and demonstrates the relationship of vocationally related skills to communication, mathematics, and science knowledge. Basic skills matrices are provided that indicate the curriculum in which each skill is studied. A list of course objectives precedes the curriculum. Course materials are divided into units, each of which correlates task, theory, communication skills, mathematics skills, science knowledge, and student outcomes. Units include careers, safety, hand tools, power tools, fixed power tools, building materials, leveling instrument, blueprint reading, plans specification codes, footing and foundation, framing floor members, framing wall and ceiling, framing roof members, exterior surface, window and exterior doors, exterior wall finish, thermal and sound insulations, interior wall and ceiling finish, and stair construction. (YLB)

ED 287 065 CE 048 602
Abbott, Alan
Marine Trades.
Ocean County Vocational Technical School, Toms River, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—[87]
Note—196p.; For related documents, see CE 048 597-603.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Basic Skills, Behavioral Objectives, Communication Skills, Competency Based Education, Curriculum Guides, Diesel Engines, *Engines, *Integrated Curriculum, Job Skills, Learning Activities, *Marine Technicians, Mathematics Skills, *Repair, Sciences, Secondary Education, *Trade and Industrial Education, Units of Study, Vocational Education
Identifiers—*Boats, Science Skills
This curriculum guide provides materials for a competency-based course in marine trades at the secondary level. The curriculum design uses the curriculum infused model for the teaching of basic skills as part of vocational education and demonstrates the relationship of vocationally related skills to communication, mathematics, and science knowledge. Basic skills matrices are provided that indicate the curriculum in which each skill is studied. A list of course objectives precedes the curriculum. Course materials are divided into units, each of which correlates task, theory, communication skills, mathematics skills, science knowledge, and student outcomes. Units include orientation to marine engine and boat repair; shop practice; electricity; two- and four-stroke engine theory and construction; inboard engine ignition, fuel, cooling, lubrication, electrical systems; inboard engine maintenance and tune-up; inboard engine power transmission; propellers; stern drives; parts specialist; wooden hull repair; oxyacetalene equipment and procedures; corrosion control; diesel marine engines; outdoor boat yard operations; outboard motor powerhead construction and maintenance; outboard motor ignition, fuel, cooling, charging systems; outboard motor gearcases; outboard motor installation and maintenance; outboard motor troubleshooting and estimating; fiberglass hull repairs; boating fundamentals; and on-the-water activities. (YLB)

ED 287 066 CE 048 603
Romano, Marie
Cosmetology/Hairstyling.
Ocean County Vocational Technical School, Toms River, N.J.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date—[87]
Note—328p.; For related documents, see CE 048 597-602.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Basic Skills, Behavioral Objectives, Communication Skills, Competency Based Education, *Cosmetology, Curriculum Guides, *Hygiene, *Integrated Curriculum, Job Skills, Learning Activities, Mathematics Skills, Sciences, Secondary Education, Service Occupations, Units of Study, Vocational Education
Identifiers—Science Skills
This curriculum guide provides materials for a competency-based course in cosmetology/hairstyling at the secondary level. The curriculum design uses the curriculum infused model for the teaching of basic skills as part of vocational education and demonstrates the relationship of vocationally related skills to communication, mathematics, and science knowledge. Basic skills matrices are provided that indicate the curriculum in which each skill is studied. A list of course objectives precedes the curriculum. Course materials are divided into units, each of which correlates task, theory, communication skills, mathematics skills, science knowledge, and student outcomes. Units include orientation, hygiene and grooming, visual poise, personality development, professional ethics, bacteriology, sterilization and sanitation, draping, shampooing, scalp and hair care, hair shaping, fingerwaving, care and styling of wigs, hairstyling, permanent waving, hair coloring, hair lightening, chemical hair relaxing, thermal hair straightening, manicuring, theory of massage, facials, facial makeup, hair removal, cells, skin and skin disorders, nails and nail disorders, anatomy, electricity and light therapy, chemistry, salon management, hair and disorders of the hair and scalp, honing and stropping, and shaving. (YLB)

ED 287 067 CE 048 609
Marketing Adult/Continuing Education. A Feasibility Study. A Project Report.
HR & H Marketing Research International, Ltd., London (England).
Spons Agency—Further Education Unit, London (England).
Report No.—ISBN-0-948621-85-0
Pub Date—87
Note—77p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Education, *Community Attitudes, *Continuing Education, Employer Attitudes, Feasibility Studies, Foreign Countries, *Marketing, Postsecondary Education, *Publicity, *School Attitudes, Teacher Attitudes
Identifiers—*Great Britain
A study assessed the feasibility of marketing adult and continuing education in Great Britain. Data on public attitudes toward adult/continuing education were collected from: (1) a survey of persons living in inner London, in an industrial environment, and in a rural area; (2) interviews with senior academic staff from six Further Education Unit (FEU) colleges; and (3) a random sample of companies and community organizations that were somehow involved in providing adult/continuing education. Based on the responses given by the members of the general public who were surveyed, adult education appears to have the image of a service that caters primarily to personal interests and leisure time enjoyment. The public tended to express a high degree of interest in introductory courses and felt that it was useful to publicize courses in local newspapers. The senior academic staff perceived marketing in adult education primarily in terms of promotion and publicity and seemed less aware of the role of research, needs assessment, and evaluation of program effectiveness. The local employers interviewed believed that the adult education service was doing a good job but that the service was not directly relevant to their concerns. Representatives of community organizations, on the other hand, viewed adult education as a service that shared their own aims and constituted a major source of support for them. (Appendixes include sample details for the public attitudes survey and college and industry/community interviews.) (MN)

ED 287 068 CE 048 616
Torbert, James Brison
Determining Subject Matter Content for Military Supervisors' In-House Training on Control of Burnout. History, Philosophy, and Practices of Adult Education.
Pub Date—Sep 87
Note—52p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, *Burnout, *Course Content, *Inservice Education, *Military Personnel, *Military Training, Postsecondary Education, *Supervisory Training
A study was undertaken to identify appropriate subject matter for an inhouse training seminar to help military supervisors control their feelings of burnout. Current literature in the field of professional and worker burnout was reviewed to identify potential topics for inclusion in the seminar. Next, 6 experts from the Phoenix (Arizona) National Guard were asked to rate 40 topics pertaining to burnout and burnout prevention that were identified in the literature review. All topics that received a rating of 3.5 or higher (on a 5-point Likert-type scale) were included in the seminar outline. The experts surveyed indicated that a self-evaluation sheet on burnout should be included as an exercise in the seminar. They also rated the following topics as important for inclusion in the seminar: stress management, psychological effects of burnout, burnout prevention techniques, problem-solving techniques to prevent burnout, survival skills in combating burnout, symptoms of burnout, the con-

cepts of positive living, time management techniques, and the key components of initiating motivation. A course outline and self-evaluation worksheet were subsequently developed and are attached to this report. (MN)

ED 287 069 CE 048 618
Building Trades. Carpentry, Electrical Wiring, Plumbing.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—87
Note—454p.; Bulk of document is printed on colored paper.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. SN-11-S).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, *Building Trades, *Carpentry, Curriculum Guides, *Disabilities, Disadvantaged, *Electricians, Electricity, Individualized Instruction, Learning Activities, *Mainstreaming, Pacing, *Plumbing, Secondary Education, Student Evaluation, Trade and Industrial Education, Vocabulary Development
This curriculum guide contains 21 units of self-paced, self-contained instructional materials in the complete building trades curriculum. It is divided into vocational areas of carpentry, electrical wiring, and plumbing. The purpose of the curriculum is to provide minimum skills for disadvantaged and handicapped students entering mainstream classes and to supplement vocational skills of students in mainstream training programs. The materials are intended as hands-on procedural materials for the special needs student and as a resource and guideline to assist the instructor. Instructor's information includes handouts for additional student practice, answer keys for skill sheets and unit reviews, and teaching notes to the instructor. Each unit contains simplified line drawings, simplified text, and vocabulary development, and each unit is color-coded according to the following components: introduction, objectives, and student assessment; terms and equipment needed; steps of procedure; skill sheets (paper and pencil exercises to develop and reinforce the math skills necessary to perform the procedures in the unit); and student evaluation, including a performance checklist. Topics of units include careers and work attitudes, safety procedures, identifying carpentry tools, using building materials, cutting and measuring materials, framing, roofing, installing drywall, painting, wiring tools and their uses, electrical materials, safety rules in electrical wiring, roughing-in electrical circuits, making electrical connections, wiring a switch, wiring an outlet, installing light fixtures, plumbing materials and tools, and working with plastic, copper, and steel pipe. (YLB)

ED 287 070 CE 048 620
Napier, Deedee
Work Attitudes and Human Relations in Business. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Apr 87
Note—172p.; Bulk of document is printed on colored paper.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. BOE-4-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Business Skills, Computer Assisted Instruction, Cooperative Education, Course Content, Educational Resources, Efficiency, Employee Attitudes, *Employment Potential, Entry Workers, Ethics, *Job Skills, Learning Activities, *Office Occupations Education, Productivity, Safety, Secondary Education, *Self Concept, Self Control, Skill Development, *Work Attitudes
This curriculum guide has been developed for the purpose of providing educators with current, meaningful instructional materials to guide students' personal discovery and development of affective skills vital to both work and life success. Case studies, role-playing situations, student activities, and other resource materials, as well as information on audiovisual resources and computer-assisted instruction are included. The curriculum guide is divided into four units: attitudes, ethics, safety, and the work future; getting to know yourself; self-management skills; and efficiency for greater productivity. The units contain objectives, suggested activities, resources, notes to the teacher, information sheets transparency masters, assignment sheets with answers, and tests with answers. The curriculum guide is designed to provide instruction and activities to encourage and reinforce the development of personal skills in entry-level business and office employees. The guide could be used as part of a business and office block-class and in other secondary, postsecondary, and adult programs. (KC)

ED 287 071 CE 048 621
Secretarial Technology/Office Technology. Volume I. Units I-IV. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Oct 86
Note—493p.; For related documents, see CE 048 622-623. Document contains colored paper.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. BOE-181-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, *Business Correspondence, Clerical Occupations, Employment Opportunities, *Equipment Utilization, Learning Activities, Lesson Plans, *Office Machines, *Office Occupations Education, Postsecondary Education, Revision (Written Composition), Secondary Education, *Secretaries, Shorthand, Technical Writing, *Technological Advancement, Typewriting, Writing (Composition)
Identifiers—Proofreading
This curriculum guide is intended to assist business and office occupations teachers in preparing clerical and secretarial students to function in offices whose procedures and equipment are changing rapidly in the face of modern technology. Although the curriculum has been developed primarily for students enrolled in secondary-level vocational programs, some of the units are also suitable for postsecondary and adult classes. The following topics are covered in this volume of the curriculum: career opportunities; typing (machine parts, procedures for typing letters, proofreading, interoffice memos, procedures for entering data on forms, tabulation, business reports, manuscripts); written communications (sentence recognition, capitalization and abbreviations, punctuation, words that are frequently confused, numbers, word division, spelling, subject/predicate agreement, revision, and request letters); and transcription from shorthand notes or transcribing machine (working from machines and from office-style dictation). Each unit contains unit and lesson objectives, competencies addressed in the unit, notes to the instructor, references, and one or more lessons. The individual lessons contain some or all of the following: information sheets, transparency masters, assignment sheets, answers to the assignment sheets, one or more posttests, and posttest key(s). A matrix that cross-references competencies addressed in the curriculum to Dictionary of Occupational Titles job classifications is also included. (MN)

ED 287 072 CE 048 622
Secretarial Technology/Office Technology. Volume II. Units V-IX. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—May 87
Note—650p.; For related documents, see CE 048 621-623. Document contains colored paper.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. BOE-182-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors—Accounting, Behavioral Objectives, Clerical Occupations, Database Management Systems, *Equipment Utilization, *Information Processing, Learning Activities, Lesson Plans, *Office Machines, Office Management, *Office Occupations Education, Postsecondary Education, Recordkeeping, Secondary Education, *Secretaries, Speech Communication, *Technological Advancement, Word Processing
This curriculum guide is intended to assist business and office occupations teachers in preparing clerical and secretarial students to function in offices whose procedures and equipment are changing rapidly in the face of modern technology. Although the curriculum has been developed primarily for students enrolled in secondary-level vocational programs, some of the units are also suitable for postsecondary and adult classes. The following topics are covered in this volume of the curriculum: internal services (incoming and outgoing mail, filing, noncomputational recordkeeping, reprographics); oral communication skills; office procedures and organization (selecting and requesting office supplies, organizing workstations, selecting equipment and office furniture, purchasing and maintenance options, knowing the office structure, office procedures and organization); numerical clerical records (electronic calculators, petty cash, payrolls, invoices); and information processing (word processing, accounting, using spreadsheets, database management). Each unit contains unit and lesson objectives, competencies addressed in the unit, notes to the instructor, references, and one or more lessons. The individual lessons contain some or all of the following: information sheets, transparency masters, assignment sheets, answers to the assignment sheets, one or more posttests, and posttest key(s). A matrix that cross-references competencies addressed in the curriculum to Dictionary of Occupational Titles job classifications is also included. (MN)

ED 287 073 CE 048 623
Secretarial Technology/Office Technology. Volume III. Units X-XIV. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jun 87
Note—432p.; For related documents, see CE 048 621-622. Document contains colored paper.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. BOE-183-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, Clerical Occupations, Decision Making, *Equipment Utilization, *Individual Development, Job Search Methods, Learning Activities, Lesson Plans, *Office Machines, *Office Occupations Education, Postsecondary Education, Problem Solving, Secondary Education, *Secretaries, *Technological Advancement, Time Management
Identifiers—*Customer Relations
This curriculum guide is intended to assist business and office occupations teachers in preparing clerical and secretarial students to function in offices whose procedures and equipment are changing rapidly in the face of modern technology. Although the curriculum has been developed primarily for students enrolled in secondary-level vocational programs, some of the units are also suitable for postsecondary and adult classes. The following topics are covered in this volume of the curriculum: job search methods (sources of employment information, application forms and letters, resumes, interviews); client-related services; personal development (time management, business dress, techniques for keeping a job and setting personal goals); decision making and problem solving; and product-to-client transactions. Each unit contains unit and lesson objectives, competencies addressed in the unit, notes to the instructor, references, and one or more lessons. The individual lessons contain some or all of the following: information sheets, transparency masters, assignment sheets, answers to the assignment sheets, one or more posttests, and

posttest key(s). A matrix that cross-references competencies addressed in the curriculum to Dictionary of Occupational Titles job classifications is also included. (MN)

ED 287 074 CE 048 626
Evans, Shirley Young, Amy
Individualized/Mediated Curriculum Materials Development for Vocational Education. Final Report.
State Fair Community Coll., Sedalia, Mo.
Spons Agency—Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date—30 Jun 87
Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Allied Health Occupations Education, Auto Mechanics, Building Trades, Business Education, *Curriculum Development, Electronics, *Individualized Instruction, *Instructional Materials, Learning Modules, Machinists, *Material Development, *Multimedia Instruction, Office Occupations, Postsecondary Education, Secondary Education, Special Programs, Student Organizations, Technological Advancement, *Vocational Education
Identifiers—Missouri, Vocational Industrial Clubs of America
The Media Center at State Fair Community College and State Fair Area Vocational-Technical School worked to develop a set of individualized/-mediated curriculum for use in eight different vocational-technical programs in Missouri. The team developed, produced, evaluated, revised, and duplicated 28 videotape and 10 slide/tape individualized and group instructional modules (including instructor and student guides) dealing with the following program areas: electronics (11 modules), building trades (10 modules), Missouri Vocational Industrial Clubs of America (7 modules), and health for special needs students (10 modules). An additional 24 learning modules were field-tested for use in the following subject areas: auto mechanics (11 modules), machine shop (10 modules), high technology (1 module), and business and office (2 modules). In the opinion of the project advisory committee members who critiqued them, the modules were all either good or excellent and as good as or superior to corresponding commercially produced materials. Information on the modules was disseminated statewide, and the modules themselves were disseminated on a cost recovery basis. In addition, information about the modules and technical assistance was provided to Missouri institutions requesting help in using the materials. (MN)

ED 287 075 CE 048 627
Extended Campus. A Partnership That Works.
Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—Jun 87
Note—168p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Career Choice, Career Development, Career Education, *Career Exploration, Cooperative Programs, Course Content, Educational Planning, Education Work Relationship, *Employment Potential, Guidelines, High Schools, *Job Skills, Models, Occupational Information, Program Development, Program Evaluation, Program Implementation, *School Business Relationship, Skill Development, Staff Development, *Work Experience Programs
Identifiers—*Extended Campus
Extended Campus is a partnership between education and the private sector that allows high school students an opportunity to acquire core employment skills applicable to a cluster of occupations. The program is also intended to stimulate and sustain a symbiotic partnership between education and the private sector. During their participation in Extended Campus, students master a blend of academic and employment-related skills by rotating through multiple learning stations within a private sector facility. Students are not paid, nor do they produce within the company. This implementation guide describes a variety of processes that occur in the development and implementation of an Extended Campus program. It is organized in five sections. The introductory section describes Extended Campus; outlines the benefits of the program for students, schools, and the private sector; and provides examples of Extended Campus courses. In Section II, the participants in Extended Campus are described. They include the teacher, the planning team, and the implementing team. Developing a partnership is the topic of Section III. Worksheets for all participants are included in this section. The process of implementation of Extended Campus is outlined in Section IV. This section contains information on selecting the career cluster which is the focus of the program, the three phases of Extended Campus, student recruitment, course outline, staff development, field testing, and student evaluation. In the final section, methods for evaluating the Extended Campus program are discussed. Appendixes contain numerous sample forms, a sample course syllabus, and a sample learning packet for use in the Extended Campus program. (KC)

ED 287 076 CE 048 628
Quilling, Joan Khojasteh, Christina
Consumer Education. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jun 87
Note—711p.; Bulk of document is printed on colored paper.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. HE-9-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, Clothing, Competency Based Education, *Consumer Education, Curriculum Guides, *Home Economics, Home Furnishings, *Home Management, *Housing, Hygiene, Learning Activities, *Money Management, Secondary Education, Student Evaluation, Transportation
This curriculum guide provides a useful framework for an 11-unit competency-based course in consumer education, one of the semester courses required for a Type B vocational consumer and homemaking education program in Missouri. Both unit and specific objectives are provided for each unit. The cross-reference table of instructional materials in each unit presents the teacher with a planning tool. For each competency covered in a unit, the correlated specific objective(s), transparency master(s), handout(s), assignment sheet(s), job sheet(s), and test items are indicated. Each unit also contains these materials: information sheets with a content outline, transparency masters, assignment sheets, answers to assignment sheets, job sheets (with evaluation criteria checklists), a unit test, and answers to test. The unit topics are: making informed choices; managing income; meeting personal grooming and clothing needs; meeting transportation needs; meeting housing needs; furnishing and maintaining a home; arranging for professional services; conserving resources; obtaining financial assistance; planning for the future; and recognizing the citizen's role in our economy. (YLB)

ED 287 077 CE 048 629
Martin, James A.
Physical Therapy Aide. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jan 87
Note—292p.; For other guides in this series, see CE 048 630-631.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. IE-140-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, Competence, Competency Based Education, *Course Content, Educational Resources, Learning Activities, Lesson Plans, *Medical Services, *Physical Therapy, *Physical Therapy Aides, Postsecondary Education, State Curriculum Guides, Teaching Methods, Test Items, Units of Study, Vocational Education
Identifiers—Missouri
This module was designed to assist educators in facilitating learning in health careers outside nursing. It may be used for classroom, on-the-job, or independent study. The module is organized in 10 units. Each unit includes one or more lessons that contain the following components: scope of unit, unit objectives, student's information assignment, reference resources used by instructor, introduction, outline, summary and conclusion, information items, classroom/laboratory activities, and evaluation items. The units cover the following topics: introduction to physical therapy, introduction to patients, patient lifting and transfer techniques, draping techniques, equipment identification and storage, infection control, maintaining the treatment area, hydrotherapy, ambulation techniques for the aide, and telephone techniques. Selected references, a competency certificate, and a competency profile complete the module. (KC)

ED 287 078 CE 048 630
Hronek, Dennis
Radiology Aide. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jan 87
Note—256p.; For other guides in this series, see CE 048 629-631.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. IE-141-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, Competence, Competency Based Education, *Course Content, Educational Resources, Learning Activities, Lesson Plans, *Medical Assistants, *Medical Services, Postsecondary Education, *Radiologic Technologists, *Radiology, State Curriculum Guides, Teaching Methods, Test Items, Units of Study, Vocational Education
Identifiers—Missouri
This module was designed to assist educators in facilitating learning in health careers outside nursing. It may be used for classroom, on-the-job, or independent study. The module is oranized in 13 units. Each unit includes one or more lessons that contain the following components: scope of unit, unit objectives; student's information assignment, reference resources used by instructor, introduction, outline, summary and conclusion, information items, classroom/laboratory activities, and evaluation items. The units cover the following topics: introduction to radiology, terminology related to radiology, telephone techniques, radiology department records, darkroom procedure, radiation and radiation safety, infection control, transporting patients, patient preparation for examination, radiology procedures, equipment identification, equipment cleaning and maintenance, and computer basics and application. References, a competency certificate, and a competency profile complete the module. (KC)

ED 287 079 CE 048 631
Prewitt, Michael W.
Respiratory Therapy Aide. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jan 87
Note—133p.; For other guides in this series, see CE 048 629-630.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. IE-142-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, Competence, Competency Based Education, *Course Content, Educational Resources, Learning Activities, Lesson Plans, *Medical Assistants, *Medical Services, Postsecondary Education, *Respiratory Therapy, State Curriculum Guides, Teaching Methods, Test Items, Units of Study, Vocational Education
Identifiers—Missouri

This module was designed to assist educators in facilitating learning in health careers outside nursing. It may be used for classroom, on-the-job, or independent study. The module is organized in nine units. Each unit contains the following components: scope of unit, unit objectives, student's information assignment, reference resources used by instructor, introduction, outline, summary and conclusion, information items, classroom/laboratory activities, and evaluation items. The units cover the following topics: overview of the respiratory care profession, terminology used in respiratory therapy, basic infection control, basic telephone techniques, clinical procedures and therapeutic delivery methods, equipment identification and cleaning, equipment and laboratory material transportation, patient transfers and body mechanics for the aide, and equipment supply and inventory. References, a competency certificate, and a competency profile complete the module. (KC)

ED 287 080 CE 048 634

The Chicago Coalition for Education and Training for Employment (CCETE) Project of the Education Network for Older Adults (ENOA). Final Report for the Period of July 1, 1986-June 30, 1987.

Education Network for Older Adults, Chicago, Ill.

Spons Agency—Illinois State Board of Education, Springfield.

Pub Date—20 Jul 87

Note—94p.; For a prior report, see ED 274 869. Some materials in Addendum Two contain small/marginally legible print.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Education, Adult Programs, *Education Work Relationship, *Entrepreneurship, *Job Training, Latchkey Children, *Minority Groups, *Older Adults, Program Descriptions, Womens Education

This final report supplements the series of quarterly reports for the Chicago Coalition for Education and Training for Employment (CCETE) Project by the Education Network for Older Adults (ENOA). It summarizes outcomes of CCETE's effort to gather the opinions, based on experience, of employers and employees about the problems of educating and training people in the Illinois state school system for employment. The report also describes solutions that were developed and the methodologies used to implement and test these solutions. Descriptions are provided of these special projects of action research to improve education for employment: Minority Entrepreneurship ("ME") Neighborhood Seminar Series and the Women's Entrepreneurship, the General Entrepreneurship, and the Older Adults/After School (Latchkey) Children Programs. A Special Introductory Addendum describes and discusses the CCETE Project and its programs and related activities. Addendum One contains materials from and information about the Entrepreneurship Neighborhood Seminar Series. Addendum Two provides news releases and information about the Older Adults/After School (Latchkey) Children Program. Addendum Three lists task force members. (YLB)

ED 287 081 CE 048 637

Self-Directed Career Exploration Center.

Illinois Univ., Urbana. Cooperative Extension Service.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—86

Note—104p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Behavioral Objectives, *Career Exploration, *Cognitive Style, College Choice, Decision Making, *Educational Counseling, Educational Opportunities, *Independent Study, *Job Search Methods, Learning Activities, *Learning Centers (Classroom), Secondary Education, Self Evaluation (Individuals)

Identifiers—Job Shadowing

This self-directed learning center is intended to serve as a resource upon which to develop and support a career education program. The center is organized into educational activities that have been designed to enhance the career education process, including development of self-awareness, decision making, career exploration, and job search skills. The following topics are covered in the individual units: assessing personal learning style, knowing alternatives after high school, understanding what can be done with college, deciding whether or not to attend college, marketing skills to obtain employment, conducting a successful job search, making the best possible first impression, and job shadowing for career exploration. Each unit contains some or all of the following: an introduction, lesson objectives, a lesson outline, definitions, explanations, one or more information sheets, discussion sheets, suggested activities, sample letters, activity worksheets, checklists, and lists of guidelines. A bibliography and directory of regional agencies administering the Education for Employment Delivery Systems Planning Grant program are included. (MN)

ED 287 082 CE 048 639

Telecommunications Technology and Education. A Study Identifying Appropriate Telecommunications Systems for Program Improvement in Postsecondary Vocational Education in Georgia. Final Report.

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—Georgia State Board for Postsecondary Vocational Education, Atlanta.

Pub Date—Jun 87

Contract—860020

Note—108p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Distance Education, Media Selection, Postsecondary Education, *Program Improvement, *Statewide Planning, *Telecommunications, *Teleconferencing, *Vocational Education

Identifiers—*Georgia

A study examined teleconferencing applications that can assist educators in meeting Georgia's postsecondary vocational education needs. Three forms of teleconferencing were studied–audio conferencing, computer conferencing, and video conferencing. The study included a literature review, two pilot studies, and a survey to identify the ways in which other states are using teleconferencing in their vocational education programs. The pilot studies were on: (1) computer conferencing as a delivery system for 19 teachers enrolled in 2 distance education courses offered by the University of Georgia; and (2) satellite teleconferencing (video with interactive audio) for 4 staff development workshops presented to 93 teachers at Augusta Tech. Data from these sources indicated that teleconferencing can be as effective as traditional classroom approaches for instruction. The three available types of teleconferencing should not compete for total, exclusive funding for vocational educational purposes; rather, each mode should be used in specific areas where it offers distinctive advantages over the other two forms of teleconferencing (these advantages are detailed in an exhibit that is included in this report). It was also determined that the following sequence of events must occur if any successful distance teaching/learning effort is to occur: networking or needs assessment, development of a consensus of support among all parties and locations involved, careful planning in advance of the actual program, ample facilitation for those receiving the information, and evaluation of the achievement of the intended objectives. (Appendixes include an annotated bibliography, the survey instrument used to gather data on telecommunications equipment used in technology education programs in other states, satellite teleconferencing support data, and a guide to the terminology used in the report.) (MN)

ED 287 083 CE 048 642

Coday, Stan Stewart, Bob R.

Advanced Dairy Unit for Advanced Livestock Production Curriculum. Instructor's Guide. AG-DEX 410/00.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—Jun 87

Note—179p.; For selected readings for this unit, see CE 048 643.

Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. AG-40-I).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, Agricultural Production, *Animal Husbandry, Competence, Competency Based Education, *Course Content, *Dairy Farmers, Educational Resources, Farm Occupations, Learning Activities, Lesson Plans, Postsecondary Education, Secondary Education, State Curriculum Guides, Teaching Methods, Test Items, Transparencies, *Vocational Education

Identifiers—Missouri

This instructor's guide contains 18 lessons for teaching advanced dairying in accordance with the Missouri State Board of Education's Vocational Instructional Management System. To make the unit easier for teachers to use, the following materials are provided in the front of the unit: objectives and competencies for each lesson, a references and materials list, and a competency profile. Each of the 18 lessons contains the following components: teaching procedures, information sheets, study questions, evaluation test with answers, references, and transparency masters. The lessons cover the following topics: profitability of the dairy enterprise, production costs for dairy, comparative advantages of dairy, milk secretion, milking and sanitation procedures, dairy record and testing systems, marketing milk, marketing dairy replacements, local, state, and federal regulations for dairy, matching production to marketing, government programs for dairy, dairy associations and organizations, selecting breeding animals, reproductive management, facilities, and equipment, dairy herd health programs, feeding dairy animals, and using pasture and roughage. (KC)

ED 287 084 CE 048 643

Coday, Stan Stewart, Bob R.

Advanced Dairy Unit for Advanced Livestock Production Curriculum. Selected Readings. AG-DEX 410/00.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—Jun 87

Note—74p.; For the accompanying instructor's guide, see CE 048 642.

Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. AG-40-S).

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, *Agricultural Production, *Animal Husbandry, *Dairy Farmers, *Livestock, Marketing, Secondary Education, *Vocational Education

These selected readings are designed to supplement James Gillespie's "Modern Livestock and Poultry Production" (2nd edition) as the the student reference for the advanced dairy unit. Readings are provided for 18 lessons. Topics include profitability of the dairy enterprise; production costs for dairy; comparative advantages of dairy; milk secretion; milking and sanitation procedures; dairy record and testing systems; marketing milk; marketing dairy replacements; local, state, and federal regulations for dairy; matching production to marketing; government programs for dairy; dairy associations and organizations; selecting breeding animals; reproductive management; facilities and equipment; dairy herd health programs; feeding dairy animals; and using pasture and roughage. (YLB)

ED 287 085 CE 048 644

Henry, Michael A.

Computer Aided Drafting. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

Pub Date—Jul 87

Note—265p.; Document contains colored paper.

Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog No. IE-90-I).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Computer Oriented Programs, *Drafting, Learning Activities, Lesson Plans, Postsecondary Education, Secondary Education

Identifiers—*Computer Assisted Drafting
This guide is intended for use in introducing students to the operation and applications of computer-aided drafting (CAD) systems. The following topics are covered in the individual lessons: understanding CAD (CAD versus traditional manual drafting and care of software and hardware); using the components of a CAD system (primary and other input devices and computer configuration); initializing a CAD system; using input devices (keyboards and auxiliary input devices); setting drawing parameters (setting page size and selecting scale, units, and font); storing and retrieving data; creating a drawing with a CAD system (terms related to drawing with CAD, basic entity insertion, secondary entity creation [cross-hatching], and drawing manipulation); text insertion (terminology for inserting text, and dimensions, notes, and ancillary text); editing existing drawings; using a CAD library, using output devices (printers, plotters, and laser printers); and exiting a CAD system (logging off). Each lesson contains some or all of the following: a statement of the scope of the unit, lesson objectives, an information assignment, suggested resources, an introduction, a lesson outline, a summary and conclusion, interaction items (questions to stimulate student interaction during the lesson), classroom and laboratory activities, and evaluation items. Appendixes include guides to using a disk operating system (DOS); the AUTOCAD, MATC CAD, and CADKEY software packages; a glossary; and a bibliography. (MN)

ED 287 086 CE 048 652
Sparks, Jim Stewart, Bob R.
Advanced Beef Unit for Advanced Livestock Production Curriculum. Instructor's Guide. AGDEX 420/00.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jun 87
Note—133p.; For selected readings for this unit, see CE 048 653.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. AG-37-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agricultural Education, *Agricultural Production, *Animal Husbandry, Behavioral Objectives, Learning Activities, Lesson Plans, *Livestock, Secondary Education, Teaching Guides, *Vocational Education
Identifiers—*Beef Cattle Production
This instructor's guide for an advanced beef unit contains 15 lessons that build on Agricultural Science I and II competencies. Introductory materials include lists of performance objectives and competencies for the complete unit, suggestions for motivational technique/interest approach and evaluation, lists of references and materials for the unit, and a competency profile. Contents of each lesson include the objective, study questions, reference list, teaching procedures (with a content outline and answers to evaluation), and the evaluation instrument. Some lessons also contain transparency masters, handouts, and/or worksheets. Lesson topics are: importance of the beef enterprise; cost of beef production; advantages of a beef enterprise; types of markets; marketing options; production strategies; local, state, and federal regulations; governmental programs; associations and organizations; breeding stock selection; breeding systems; beef facilities; beef herd health programs; feedstuffs for balanced rations; and pasture and roughage programs. (YLB)

ED 287 087 CE 048 653
Sparks, Jim Stewart, Bob R.
Advanced Beef Unit for Advanced Livestock Production Curriculum. Selected Readings. AGDEX 420/00.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jun 87
Note—52p.; For the accompanying instructor's guide, see CE 048 652.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. AG-37-S).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agricultural Education, *Agricultural Production, *Animal Husbandry, *Livestock, Secondary Education, *Vocational Education
Identifiers—*Beef Cattle Production
These selected readings are designed to supplement James Gillespie's "Modern Livestock and Poultry Production" (2nd edition) as the student reference for the advanced beef unit. The 15 lessons build on Agricultural Science I and II competencies. Topics of the 15 lessons are: importance of the beef enterprise; cost of beef production; types of markets; marketing options; production strategies; local, state, and federal regulations; governmental programs; associations and organizations; breeding stock selection; breeding systems; beef facilities; beef herd health programs; and pasture and roughage program. (YLB)

ED 287 088 CE 048 655
Stewart, Bob R. And Others
Soil Conservation Unit for the Advanced Crop Production and Marketing Course. Instructor's Guide. AGDEX 570.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jun 87
Note—83p.; For the accompanying student reference booklet, see CE 048 656. objectives and competencies for each lesson, a references and materials list, and a competency profile. Each of
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. AG-109-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agricultural Education, *Agricultural Production, Agronomy, Competence, Competency Based Education, Conservation Education, *Course Content, Educational Resources, Field Crops, Learning Activities, Lesson Plans, Natural Resources, Postsecondary Education, Secondary Education, *Soil Conservation, Soil Science, State Curriculum Guides, Teaching Methods, Test Items, Transparencies, *Vocational Education
Identifiers—Missouri
This instructor's guide contains eight lesson plans for teaching soil conservation in accordance with the Missouri State Board of Education's Vocational Instructional Management System. To make the unit easier for teachers to use, the following materials are provided in the front of the unit: objectives and competencies for each lesson, a references and materials list, and a competency profile. Each of the eight lessons contains the following components: teaching procedures, information sheets, study questions, evaluation test with answers, references, and transparency masters. The lessons cover the following topics: benefits of conservation, land utilization, how soils are eroded, cropping and reduced tillage systems, no-till farming, erosion control structures, universal soil loss equation, and agency assistance. (KC)

ED 287 089 CE 048 656
Stewart, Bob R. And Others
Soil Conservation Unit for the Advanced Crop Production and Marketing Course. Student Reference. AGDEX 570.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jun 87
Note—57p.; For the accompanying instructor's guide, see CE 048 655.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. AG-109-S).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agricultural Education, *Agricultural Production, *Agronomy, Instructional Materials, Marketing, Secondary Education, *Soil Conservation, *Vocational Education
This student reference booklet is designed to accompany lessons outlined in the companion instructor's guide on soil conservation. The soil conservation unit builds on competencies gained in Agricultural Science I and II. Informative material is provided for these eight lessons: benefits of conservation, land utilization, how soils are eroded, cropping and reduced tillage systems, no-till farming, erosion control structures, universal soil loss equation, and agency assistance. (YLB)

ED 287 090 CE 048 657
Beef Production for Agricultural Science I Core Curriculum. Student Reference. AGDEX 420/10.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—87
Note—27p.; For the accompanying instructor's guide, see CE 048 658.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. AG-23-S).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agricultural Education, *Agricultural Production, *Animal Husbandry, Core Curriculum, Instructional Materials, *Livestock, Secondary Education, *Vocational Education
Identifiers—*Beef Cattle Production
This student reference booklet is designed to accompany lessons outlined in the companion instructor's guide on beef production. Together, the student reference and instructor's guide form part of the Animal Science I core curriculum. This unit on beef production is divided into five lessons in these areas: selection of breeding stock, breeding and gestation, cow-calf management, backgrounding feeder cattle, and finishing feeder cattle. Each lesson consists of informative material for the student. A brief summary concludes each lesson. (YLB)

ED 287 091 CE 048 658
Stewart, Bob R. And Others
Beef Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide. AGDEX 420/10.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Mar 87
Note—62p.; For the accompanying student reference booklet, see CE 048 657.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. AG-23-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agricultural Education, *Animal Husbandry, Behavioral Objectives, Learning Activities, *Livestock, Secondary Education, Student Evaluation, Teaching Guides, *Vocational Education
Identifiers—*Beef Cattle Production
This instructor's guide for a beef production unit contains five lessons that are designed to be taught in the Agricultural Science I core curriculum. Introductory materials include lists of performance objectives and competencies for the complete unit, suggestions for motivational technique/interest approach and evaluation, lists of references and materials for the unit, and a competency profile. Contents of each lesson include the objective, study questions, reference list, teaching procedures (with a content outline and answers to evaluation), and the evaluation instrument. Some lessons also contain transparency masters, handouts, and/or worksheets. Lesson topics are: selection of breeding stock, breeding and gestation, cow-calf management, backgrounding feeder cattle, and finishing feeder cattle. Instructors are encouraged to adapt these materials to the local area. (YLB)

ED 287 092 CE 048 659

Brzozowski, Richard J. Stewart, Bob R.
Sheep Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide. AGDEX 430/10.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—May 87
Note—106p.
Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (Order No. AG-119-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agricultural Education, *Agricultural Production, *Animal Husbandry, Behavioral Objectives, Core Curriculum, Learning Activities, Lesson Plans, *Livestock, Secondary Education, Teaching Guides, *Vocational Education
Identifiers—*Sheep
This instructor's guide for a sheep production unit contains six lessons that are designed to be taught in the Agricultural Science I core curriculum. Introductory materials include lists of performance objectives and competencies for the complete unit, suggestions for motivational technique/interest approach and evaluation, lists of references and materials for the unit, and a competency profile. Contents of each lesson include the objective, study questions, reference list, teaching procedures (with a content outline and answers to evaluation), and the evaluation instrument. Some lessons also contain transparency masters, handouts, and/or worksheets. Lesson topics are: the sheep industry; sheep selection; managing the breeding flock; managing the flock from lambing to weaning; managing a flock from weaning to market; and diseases, parasites, and predators. A glossary of sheep terms is provided at the end of the guide. (YLB)

ED 287 093 CE 048 667
Ditzenberger, Roger
Secondary Marketing Teacher Education 1986-1987. Final Report.
North Texas State Univ., Denton. Div. of Occupational and Vocational Education.
Spons Agency—Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date—15 Jul 87
Note—104p.; Appendix A, which contains confidential student information, is not included.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Basic Skills, Behavioral Objectives, Disadvantaged, *Distributive Education, Educational Legislation, Fused Curriculum, Learning Activities, Learning Modules, Lesson Plans, *Marketing, Postsecondary Education, Secondary Education, *Statewide Planning, Student Evaluation, *Teacher Certification, *Teacher Education, *Vocational Evaluation
Identifiers—Carl D Perkins Vocational Education Act 1984, *Texas
A project was conducted to provide marketing education teacher certification courses to Texas teachers seeking provisional certification in marketing education. Materials and courses were developed to provide instruction on meeting the needs of disadvantaged students, assessing the needs and aptitudes of special needs students, and integrating basic academic skills into marketing instruction. Other project activities included the provision of an orientation workshop for new marketing education teachers, on-site technical assistance to first-year teachers, and a preservice workshop for marketing education teachers. This document consists of a brief project overview and course description and appendixes which form the bulk of the document and which include the instructional materials used in the courses. Learning modules on the vocational assessment process and the role of basic skills instruction in the vocational education curriculum are provided. The learning modules include objectives, lesson plans, and transparency masters. Techniques for assessing regular and special needs students, the Carl D. Perkins Vocational Education Act and its impact on vocational assessment, the advantages of work samples, exploratory vocational experiences, and the instructor's role in vocational assessment are covered in the first module. The module on basic skills deals with the importance of integrating basic skills into vocational instruction, basic skills that students need prior to employment, and ways in which these skills can be integrated into vocational courses. (MN)

ED 287 094 CE 048 684
Jernigan, Joan
Vocational Special Needs Support System. Project Report.
Edgewood Independent School District, San Antonio, Tex.
Spons Agency—Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date—30 Jun 87
Note—40p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Disabilities, Disadvantaged, *High Risk Students, High Schools, Individual Needs, *Intervention, Limited English Speaking, Potential Dropouts, Remedial Instruction, Special Programs, *Student Evaluation, Systems Approach, *Teacher Student Relationship, *Tutoring, *Vocational Education
Identifiers—Texas
The Vocational Special Needs Support System is intended to identify students who are at risk of failing vocational and academic courses and prevent them from doing so. The system is designed to (1) identify these students' interests and aptitudes and assist them in selecting a high school program of study to match their career interests; (2) prepare teachers to recognize the students' interests and to coordinate instructional programs to meet students' individual needs; and (3) provide students with tutorial services for the purpose of remedial or repetitive instruction, if needed. The project was undertaken in the 1986-1987 school year to assist disabled, disadvantaged, and limited English proficient (LEP) students by developing their career awareness and preparation and coordinating the instruction they receive with their interests and aptitudes. The most successful part of the project was the remedial instruction, which was provided by three instructional aides. A total of 106 students were selected to receive assistance with instruction (74 LEP, 11 disabled, and 21 disadvantaged students) during the first year. A number of academic teachers at the school appeared willing to implement their part of the support system. Before any dramatic results can be obtained in the area of coordinating curricula and students' interests and aptitudes, however, the program will need to be in operation for a few more years. In addition, those teachers who have expressed an interest in the concept underlying the support system will need the full commitment and cooperation of the school's administration, vocational teachers, and curriculum department. (Appendixes include forms for student information, weekly information, and weekly objectives for vocational students.) (MN)

ED 287 095 CE 048 689
H.R. 1504 To Amend the Veterans' Job Training Act. 100th Congress, 1st Session.
Congress of the U.S., Washington, D.C. House.
Report No.—House-R-100-192
Pub Date—25 Jun 87
Note—11p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Disabilities, Dislocated Workers, *Educational Legislation, Educational Policy, *Federal Legislation, *Job Training, Postsecondary Education, Public Policy, *Student Financial Aid, *Training Allowances, *Veterans Education
Identifiers—Congress 100th
This congressional report outlines seven sections of amendments to the Veterans' Job Training Act. The first section of the amendments stipulates that the act may also be referred to as the Veterans' Employment and Education Amendments of 1987. The next two sections amend the time periods for application and initiation of training and procedures for the authorization of appropriations. The fourth section calls for studies of the act's implementation and the numbers of veterans who are unemployed because they have been disabled or dislocated. Provisions related to provision of counseling services to veterans and payments to state and local agencies are outlined in the fifth and sixth sections. The final section deals with the Commission on Veterans' Education Policy. (MN)

ED 287 096 CE 048 692
Iowa Developed Energy Activity Sampler 6-12. Home Economics. Revised.
Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
Spons Agency—Iowa State Dept. of Natural Resources, Des Moines. Energy Div.
Pub Date—87
Note—118p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Alternative Energy Sources, Behavioral Objectives, Child Development, Clothing Instruction, Cooking Instruction, *Energy Conservation, *Energy Education, Family Life, Food, Fused Curriculum, *Home Economics, *Home Economics Skills, *Homemaking Skills, Housing, Individual Development, Interior Design, Learning Activities, Lesson Plans, Recycling, Secondary Education, Textiles Instruction
Identifiers—Iowa
This set of activities is intended to assist home economics teachers in incorporating basic energy education concepts into traditional home economics topics. Awareness activities that are intended to help students develop an understanding of fundamental energy conservation concepts and, at the same time, apply these concepts in home economics activities, are grouped according to the following home economics subject areas: family and personal development, food, child development, clothing and textiles, and housing and interior design. The concept development portion of the individual activities may include such activities as reading, performing experiments, solving problems, interacting with a group, playing games, and acting out roles. The application phase is designed to enable students to apply the new concept to various situations or problems and may include the same types of activities that were included in the concept development phase plus a range of other activities, including debates, panels, simulations, surveys, design and construction projects, and community or school projects. (MN)

ED 287 097 CE 048 694
Heaselden, Mark And Others
Financial Management for Transit: A Handbook.
Indiana Univ., Bloomington. Inst. for Urban Transportation.
Spons Agency—Urban Mass Transportation Administration (DOT), Washington, D.C.
Report No.—DOT-I-86-10
Pub Date—Apr 85
Note—222p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Accounting, Automation, *Budgeting, *Business Administration, Computer Oriented Programs, Credit (Finance), Decision Making, Microcomputers, *Money Management, Postsecondary Education, *Public Facilities, Risk, *Transportation
Identifiers—*Mass Transit
This handbook is primarily intended to serve as a primer for transit system managers who have not had any formal financial education through college classes, professional development programs, or extensive on-the-job programs. The following topics are covered: financial planning techniques for transit (beginning the financial planning process, turning strategy into a financial plan, budgeting, and coping with problems and pitfalls); accounting fundamentals (the accounting process, financial statements, working capital, cost analysis, break-even analysis, the cash and accrual basis of accounting, depreciation); budgeting (purposes of a budget, concepts in budgeting, budget preparation, internal preparation, external review, implementation, analysis techniques); cash control (the operator, the farebox, the vault, receiving vaults/ancillary equipment, vault handling and physical facilities, money counting, money room operators, funds transfer, other loss areas); inventory management (reasons for and requirements of effective inventories); risk management (elements of risk management, risk funding and decision making, property and liability insurance coverages, and establishment of a risk management policy); cash management (cash flow time lines, the concept of float, banking services, cash discounts, cash flow forecasts); debt financing (types of debt, planning and issuing debt); capital expenses (the time value of money, life-cycle costing, vehicle rehabilitation, tax benefit transfer); and automation in financial management. Appendixes explain various debt mechanisms and microcomputer applications. (MN)

ED 287 098 CE 048 712
Whitehead, Vivian And Others
Transitions: Vocational Education from Jail to Community. Final Report.
Center for Correctional Concerns, Joliet, IL.
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—Jun 87
Note—109p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Advocacy, Agency Cooperation, *Career Exploration, *Correctional Education, Counseling Services, Employment Potential, Information Dissemination, *Job Search Methods, Job Skills, Linking Agents, Networks, *Rehabilitation Counseling, *Transitional Programs, *Vocational Education
Identifiers—Illinois
A project was conducted to help prison inmates in Will County, Illinois, make an effective transition to employment in the community. During the project, an eight-session, in-jail job search course in career exploration and preemployment skills and a follow-up program for jail residents in transition were developed. A volunteer target population of 20 jail residents was followed throughout their transition from jail to community and was evaluated in a summary profile report. Problem areas encountered by jail residents when making a transition into the community (especially into the job market) were thus identified. Local church and civic groups were contacted and asked to work with jail residents during their transition back into the community, and an advocate training program for citizen advocates was developed. Problems with advocate recruitment, training, and performance were then identified and addressed. Various community service agencies were contacted. Those willing to do so were linked in a network to assist jail residents in transition. A brochure describing step-by-step procedures for obtaining help during the jail-to-community transition was then developed and distributed to jail residents. Next, problems in forming a network of community agencies willing to provide job training and job placement services to jail residents in transition were identified. The bulk of this document consists of four appendixes which include: profiles of the 20 inmates forming the target population and related data; the job search syllabi for students and teachers and related materials including the project brochure; a set of product abstracts; and two participant success stories. (MN)

ED 287 099 CE 048 713
Bertsche, Louise A. And Others
A Study of Occupational Opportunities for Chicago's Youth. Interim Progress Report.
National Alliance of Business, Chicago, IL. Midwest Regional Office.
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—Jul 87
Note—67p.; Portions of appended materials contain small/marginally legible print.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cooperative Planning, Demand Occupations, *Employment Opportunities, Employment Projections, Employment Qualifications, High Schools, *Information Networks, Postsecondary Education, *Program Improvement, *School Business Relationship, *Youth Employment
Identifiers—*Illinois (Chicago)
A study examined local labor market trends in Chicago (Illinois) for the purpose of developing the informational framework necessary to support the efforts of the Chicago Education Summit in forging a quid pro quo agreement between Chicago's business community and high schools. According to the terms of the agreement, the schools would commit themselves to improving their instructional programs and making them more responsive to local labor market needs, and the business community would, in exchange, commit itself to increasing the numbers of local youth it hired. The study addressed the following key areas: identification of 20 high-growth occupations in Chicago that are appropriate targets for high school graduates and that offer good wages and career advancement opportunities, assessment of local supply and demand for these occupations, and development of a list of qualifications necessary to be hired and to perform successfully in each of these occupations. To collect this information, the National Alliance of Business surveyed local employers in spring 1987. On-site personal interviews were conducted with representatives of 149 companies in 27 industries (a 47 percent response rate). The survey data were used to develop estimates of the 1990 employment outlook for 11 occupations. (Appendixes include resumes of individuals who participated in the education summit work groups, brief descriptions of some of the work group proposals, and media articles on efforts to improve secondary education in Chicago.) (MN)

ED 287 100 CE 048 724
O'Neil, Sharon Lund
Information Systems Curriculum.
Houston Univ., Tex. Coll. of Technology.
Spons Agency—Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date—87
Note—27p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Associate Degrees, Business Administration, *Business Education, Communication Skills, *Computer Oriented Programs, Core Curriculum, Databases, Employment Opportunities, Entrepreneurship, Human Relations, *Information Systems, *Office Automation, Office Machines, *Office Management, Postsecondary Education, *Statewide Planning, Telecommunications, Two Year Colleges
Identifiers—*Texas
This guide outlines an information systems curriculum that has been developed for postsecondary institutions in Texas. The curriculum, which is intended to help students acquire the competencies necessary to function in automated offices in business and industry, includes the following core courses: computer business applications I and II, database systems, telecommunications/networking, applied information systems, integrated information systems, information systems administration (the capstone course), communication for the automated office, and human behavior in organizations. Courses in the following subjects have been included as electives: principles of management, records management and/or forms management, principles of accounting/managerial accounting, programming languages, entrepreneurship, economics, and human relations. The course requirements for associate degree and certificate programs in information systems are outlined. The major portion of the guide is devoted to descriptions of the required courses. Each course description contains the following: course title, student level, duration, prerequisites, overview, objectives, and content. The guide concludes with a list of suggested careers in information systems. (MN)

ED 287 101 CE 048 746
Freeman, Sharon
Alternative Instructional Materials for the Learning Disabled.
San Jacinto Coll., TX. Central Campus.
Spons Agency—Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date—24 Jul 87
Grant—PVEP-1040-AH500
Note—63p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*College Students, Counseling Techniques, Educational Legislation, Higher Education, High School Students, *Instructional Materials, *Learning Disabilities, Mainstreaming, *Nontraditional Education, Screening Tests, Secondary Education, Special Education, *Special Programs, Student Evaluation, *Teaching Methods
Identifiers—Education for All Handicapped Children Act, Rehabilitation Act 1973 (Section 504)
A study examined alternative instructional materials and strategies for learning disabled college students and strategies for locating and mainstreaming these students. Site visits were made to programs for learning-disabled college students in the Houston, Texas, area to determine their scope and the strategies that they used. Additional information was collected from members of the Western College Reading and Language Association and from college and high school programs throughout Texas. Tape recorders, tape-recorded textbooks, calculators, typewriters, and computers with sound capabilities appeared to be the most commonly used and were effective alternative instructional materials. Notetakers, alternative testing procedures, and tutoring programs were determined to be the most effective strategies for aiding learning-disabled students. In the second phase of the project, 10 students were selected for a special 6-week study skills class and for additional group and individual counseling concerning their future college and life goals. They also received instruction in compensatory techniques and coping skills for college. (Appendixes include a chart of services offered by the responding colleges, a brochure on learning disabilities with suggestions for working with learning-disabled college students, a list of selected organizations and resources, checklists on learning disabled students, a newspaper article on learning disabilities, learning style preference forms, guidelines for college survival skills, handouts compiled for the workshop, and a list of publishers of Apple II GS software.) (MN)

ED 287 102 CE 048 748
DeJoy, Judith Klippel Mills, Helen
Patterns of Self-Directed Learning within a Continuing Education Environment.
Pub Date—Oct 87
Note—13p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Learning, *Cognitive Processes, *Continuing Education, Educational Needs, *Independent Study, *Learning Laboratories, *Learning Strategies, Postsecondary Education, Program Effectiveness
Identifiers—Georgia
The Personal Adult Learning Lab, part of the Georgia Center for continuing Education, was established to (1) provide the type of learning environment that can support adult learners in their efforts to develop and direct their own learning projects and (2) enable researchers to learn more about the nature of self-directed learning as demonstrated by adult learners. During the first year of the Learning Lab's operation, three evenly divided groups of learners appeared to use its facilities and equipment–conferees, faculty/staff, and members of the local community. The conferees appeared most interested in materials about management skills, whereas local community members seemed most interested in computer training (especially for the IBM personal computer). The most pervasive first impression among those using the Learning Lab for the first time was that it would be a career counseling and testing service. Both conferees and community clients tended to spend most of their time with instructional materials delivered through computer-assisted instruction or a limited interactive video format. Seventy-seven percent of the conferees and 66 percent of the community clients indicated that the freedom to set one's own learning pace was the most valuable feature of the instruction offered at the center. The learning patterns observed among the users of the Learning Lab appear to confirm existing adult education research, which asserts that adult learning resources should reflect the documented interests and needs of the population being served and should offer learners the opportunity to control and shape their own learning efforts. (MN)

CG

ED 287 103 CG 020 231
Covington, Stephanie S.
Alcohol and Family Violence.
Pub Date—Apr 86
Note—10p.; Paper presented at the Annual Conference of the National Council on Alcoholism (San Francisco, CA, April 18-21, 1986).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcoholism, *Counseling Services, Emotional Response, *Family Violence, *Females, Incest, Individual Needs, *Sexual Abuse, *Victims of Crime
There is growing acknowledgement of the association between family violence and alcohol use. A study was conducted to examine the role that abuse plays in the lives of women and to investigate the

relationship between alcohol and violence. Data were collected from 35 recovering female alcoholics and 35 nonalcoholic women on their sexual experience and dysfunction; sexual orientation; and physical, sexual, and emotional abuse. Compared to the nonalcoholic group, the alcoholic group reported a wider variety of sexual abuse perpetrators, more instances of abuse, more multiple incidents of abuse, and longer duration of sexual abuse. Alcoholics also reported more incidents of incest and rape. Although there was no significant difference between the number of alcoholic and nonalcoholic women reporting physical abuse, there was a different quality in the abuse described, with alcoholic women reporting more instances of physical abuse, of greater frequency and variety, and of a more violent nature than the abuse reported by the nonalcoholic women. Alcoholic women also reported more emotional abuse than did nonalcoholic women. One issue in alcoholism treatment is the need for the client to deal with the past. It is crucial that the issue of abuse experienced by alcoholic women be dealt with in alcoholism treatment. If the staff members are not trained for this specialized area of counseling, then resources for referral must be developed. (NB)

ED 287 104 CG 020 232
Dunlop, Jean D.
The Family in Treatment.
Pub Date—Apr 86
Note—19p.; Paper presented at the Annual Conference of the National Council on Alcoholism (San Francisco, CA, April 18-21, 1986).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Adults, Alcoholism, Children, *Drug Rehabilitation, *Family Counseling, *Family Relationship, *Family Role

This paper describes Laurelhurst Manor's family treatment program to help families affected by chemical dependency, a 7-month program which treats family members from the perspective of developmental stages and family roles. The center, located in Portland, Oregon, is a 40-bed, free-standing facility having a 20-bed adolescent unit and a 20-bed adult unit. The family program, which addresses the unique needs found in each unit, is discussed. Included is a description of an innovative program for children between the ages of 6 and 17 who are sons and daughters of clients in the adult unit or siblings of adolescent residents. Format and techniques are presented which address children's issues. The use of art, play therapy, and role play to help children live emotionally healthier lives by fostering understanding of alcoholism and its effects upon their family is explained. The importance of teaching basic family living skills, including effective ways of sharing feelings and developing assertive communication styles is addressed. The use of family sculpting to facilitate understanding among family members of accustomed roles and relationships is discussed. The paper also describes the approaches used in the treatment of parents of adolescent clients and spouses, adult children, and other family members of adult residents. Relevant materials, including a description of the components of the family program, are appended. (Author/NB)

ED 287 105 CG 020 233
Sinnott, Jan D.
Effect of Goal Clarity and Presence of a Partner on Problem Solving Performance.
Spons Agency—Towson State Coll., Md.
Pub Date—Sep 84
Note—21p.; Figures 1 and 2 will not reproduce clearly.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, *Cognitive Style, College Students, Higher Education, Logical Thinking, *Performance Factors, *Problem Solving
Identifiers—*Goal Clarification, *Partners

This study attempted to extend prior research on everyday problem solving by analyzing the effects of goal clarity and the presence or absence of a partner on performance in a number of problems. Subjects were 35 undergraduates who were screened, matched, and tested as singles or dyads during which time they thought aloud. Problems included mazes, Piagetian logical problems in abstract or everyday modes, a philosophical problem, and cryptarithmetic. Data were analyzed using t-tests and analyses of variance. The results revealed that performance on some problems was influenced by partner status, and that respondents' performance varied across the problem set. The hypothesis that goal clarity would be associated with better performance was supported among the logical problems but not for the maze problems. The hypothesis that Piagetian logical problems would appear more difficult the more interpersonal/everyday and the less abstract the context, was supported. Tests of the hypotheses concerning style of problem solving have not been completed. Results are discussed in terms of cognition and information processing theory. Applications are made to lifespan development and to clinical problems. (Author/NB)

ED 287 106 CG 020 234
Shean, Glenn
Interpersonal Factors and Violence.
Pub Date—Mar 87
Note—10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aggression, *Communication Skills, Hospital Personnel, Interpersonal Relationship, *Nurses, *Patients, Prevention, *Psychiatric Hospitals, *Violence

Physical aggression among psychiatric inpatients is a concern to those responsible for their clinical management. Three models have been used to explain the occurrence of physical aggression among these patients. The Personological model emphasizes the role of dispositional variables; the Social-Environmental model stresses the importance of the physical environment and the social organization; and the Interpersonal model focuses on the nature and quality of the patient-staff interaction. A study was conducted to identify the key interactional factors, identified by staff members of a large state mental hospital, that contribute to or effectively prevent physical aggression. Skilled nursing staff members, selected by their supervisors, were interviewed about interactions and communication in two cases of potential violence between patients and staff, one in which violence occurred and the other in which violence was prevented. The interview data indicate the importance of interpersonal factors in the incidence of aggressive behavior among psychiatric inpatients and suggest that the application of communication skills in a supportive context, organized on the basis of mutual respect and the assumption of patient competence is a major deterrent to violence in psychiatric hospitals. (NB)

ED 287 107 CG 020 235
Towns, Kathryn And Others
Pennsylvania Women's Mental Health.
Pub Date—Apr 87
Note—12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
Pub Type— Reports - General (140) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Delivery Systems, *Females, Mental Health, *Mental Health Programs, *Public Health, *Sex Differences
Identifiers—*Pennsylvania

Women have undergone a revolution in their self-perception and their traditional relationships to work, money, marriage, and family. These social changes have implications for every aspect of women's lives, including their mental health. Because of the special problems and conflicts confronting women today, data need to be analyzed on policies, research, training, and service delivery focused on women's mental health. As part of a projected 3-year study, a special task force investigated Pennsylvania's mental health delivery system to women, focusing on individual development, mental illness, education and training of professionals, delivery of human services, research, and consumer education. The task force generated information on college courses concerning women's mental health and on women's centers' mental health activities. Women's life-span development in the context of self, family, home, work, and community; stresses upon women's daily lives; and the mental health system in the context of curriculum and training for providers, diagnosis and treatment were examined in a conference which included advocates, consumers, and providers. This conference concluded that: (1) more women should be in decision-making positions; (2) low self-esteem is a problem for women; (3) practitioners need to be educated about gender differences; (4) research is needed on services for women; (5) research on strategies to prevent mental health problems should be a priority; and (6) increased funding is needed for special services such as health centers, centers for the abused, rape crisis centers, day care for children or the elderly, etc. Data from regional conferences and surveys will be summarized and included in a report of the 3-year study. (ABL)

ED 287 108 CG 020 236
Chaves, Lushanhya Coutinho And Others
A Holistic Approach to Family Planning Counseling and Education.
Pub Date—30 Sep 86
Note—6p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).
Pub Type— Reports - General (140) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Contraception, *Counseling, *Family Planning, Foreign Countries, *Holistic Approach, *Participant Satisfaction, Program Evaluation, *Sex Education
Identifiers—*Brazil (Salvador Bahia)

A family planning clinic which was part of a large public maternity hospital in Salvador Bahia, Brazil received a grant to expand its services and to evaluate a service model focusing on client counseling and education. The counseling, education, and service provision process included individual pre-consultation with a nurse, group education and discussion, a medical examination/consultation, and a post-consultation interview. The family planning service program experienced political problems because family planning research programs, which depended on maintaining a certain client load, were losing potential clients to the clinic. As a result, the service program was forced to stop admitting clients and thus the program could only be evaluated for a 3-month period. The impact of counseling and education through increases in knowledge and user satisfaction was investigated by administration of an open-ended questionnaire to 115 new and follow-up patients. Findings indicated that: (1) users were satisfied with the service; (2) group education was more cost efficient than individual counseling; (3) the patient flow model was inefficient; (4) the length of the process was inconvenient for clients; (5) sexuality education was welcomed; (6) intrauterine devices were favored by 60% of clients with only 5% choosing oral contraceptives; and (7) only 10 unplanned pregnancies occurred among 1,776 clients during the 18-month project. Apparently the linkage of information on sexuality and use of family planning methods led to the program's popularity. (ABL)

ED 287 109 CG 020 237
Pendergrast, Gail And Others
Perinatal Counseling Project. A Component of the Mississippi Perinatal Awareness Project.
Pub Date—Mar 87
Note—11p.; Paper presented at the Annual Children's Defense Fund National Conference (Washington, DC, March 11-13, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, *Counseling Services, Delivery Systems, *Health Programs, *Health Services, *Mothers, *Outreach Programs
Identifiers—*Mississippi, *Prenatal Care

A collaborative relationship was established between the Mississippi Coalition for Mothers and Babies, the Governor's Service Line, and the Mississippi State Department of Health for the purpose of providing outreach and referral to all poor pregnant women and children in need of access to appropriate health care services. The project had a dual focus, that of individual assistance and follow-up to families who requested service and that of program monitoring and evaluation of the perinatal service system including health and welfare departments and hospital and physician services. Citizens with problems receiving pregnancy or child health services were assisted by a perinatal nursing consultant. Problems reported by citizens were grouped into the categories of health departments, welfare departments, hospitals, physicians, and a general "other" category. Problems ranged from lack of publicity for health department programs to hospitals demanding preadmission deposits for maternity

care. A publicity campaign was undertaken to inform citizens about services. A coalition of health care providers, government agencies, charities, and professional organizations addressed issues and analyzed policies. (Specific policy issues implemented and recommendations for future action are listed.) (ABL)

ED 287 110 CG 020 238
Holmes, David R. And Others
Frontiers of Possibility.
National Coll. Counseling Project, Winter Park, FL.
Spons Agency—National Association of College Admissions Counselors, Washington, D.C.
Pub Date—86
Note—63p.
Pub Type— Reports - General (140) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Admissions Counseling, College Admission, College Applicants, *College Bound Students, *College Choice, *High Schools, High School Students, National Surveys, *School Counseling, *School Counselors, Secondary Education

The National College Counseling Project (NCCP), formed in September 1983, examined the status of college counseling in schools across the country. Specifically, the goal was to learn what role college counseling plays in enhancing student aspirations for a satisfying future, as well as in helping students gain admission to the college most suitable for them. The first stage of inquiry was a comprehensive survey of counseling practices across the country. A mail survey was sent in the spring of 1984 to 2,200 randomly selected high schools and responses from 1,140 schools were analyzed in late 1984. During the second phase in 1985, 115 schools with exemplary counseling programs were identified and their practices examined. The third phase, carried out between January and June 1986, involved site visits to 13 schools nominated from the 115 of the previous phase, and chosen for their excellent programs and representation of the diversity of American education. This document provides details and findings of this project. Topics covered include: (1) defining college counseling practices and the influence of family income; (2) factors contributing to a model environment for effective college counseling; (3) practices that enhance the college counseling process; and (4) specific recommendations to schools striving for excellence in college counseling. (ABL)

ED 287 111 CG 020 239
Cox, John L.
An Examination of Empirical Correlates to Self-Actualization and Their Relationship to Biblical Concepts of Optimal Human Functioning.
Pub Date—Aug 87
Note—41p.; Doctoral Research Paper, Biola University.
Pub Type— Information Analyses (070) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Anxiety, Attitudes, Biblical Literature, *Death, *Interpersonal Relationship, *Moral Development, Relationship, *Religious Factors, *Self Actualization

A parallel was recognized between a biblical view of optimal human functioning and five correlates to self-actualization (moral development, positive attitude toward death, positive interpersonal relationships, low level of anxiety, religious participation). A review of the relevant empirical literature yielded mixed conclusions. The studies which examined moral development offered little evidence of a relationship between self-actualization and moral behavior. Studies reviewed on fear of death suggested a significant correlation between a positive attitude toward death and self-actualization. While a positive relationship with others was found to be significantly related to self-actualization, there were only two studies available which addressed the issue, thereby limiting the confidence which can be placed in the results. Mixed results were found in the studies examining self-actualization and anxiety with findings supporting either the value of anxiety in personal development or its incompatability with actualization. Finally, studies examining the relationship between religious participation and self-actualization found that college students who attended church infrequently tended to have higher levels of self-actualization. Future research might take concepts known to be biblical and address their relationship to self-actualization. (NB)

ED 287 112 CG 020 240
Walz, Garry R.
Combating the School Dropout Problem: Proactive Strategies for School Counselors.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—87
Contract—400-86-0014
Note—139p.
Available from—ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($6.00).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Counselor Role, *Dropout Prevention, *Dropout Programs, Dropout Research, *Dropouts, Elementary School Students, Elementary Secondary Education, High School Students, *School Counseling

Literature from the past three decades does not suggest a specific role for school counselors in combating the school dropout problem. A search of the Educational Resources Information Center (ERIC) database for the years 1984-1986 produced only 15 items indexed under terms related to school counseling or the school counselor's role. Ideally a database would specify "what works," but the literature reflects approaches and strategies used in particular school situations which are not necessarily adoptable by other schools. However, certain school activities, practices, and emphases have been positively associated with improvement in school retention and reduction in school dropouts. These strategies and the counselor's role in them include: (1) promotion of daily school attendance; (2) encouragement of parental participation in school learning activities; (3) strong and consistent school leadership; (4) clearly stated and widely disseminated classroom and school goals; (5) help for each student to establish and progress toward personally meaningful career goals; (6) placement of a high priority on school resources for the early elementary grades; (7) insurance that students stay at grade level; (8) interfacing school and community resources; (9) provision of a caring and mentoring environment for all students; (10) assistance for students to develop effective learning and study skills; (11) establishment of a school climate where achievement is respected and rewarded; and (12) recognizing and acting upon the interrelatedness of student self-esteem and successful school performance. This document is structured in two parts: (1) an overview, consisting of 12 pages of text; (2) the results of the computer search, consisting of 178 citations printed on 60 pages (from the DIALOG retrieval system). (ABL)

ED 287 113 CG 020 241
Bailey, Glenda K. And Others
Locus of Control and Classroom Environment in Discriminating High and Low Self-Concept.
Pub Date—87
Note—11p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, Intermediate Grades, *Locus of Control, *Preadolescents, Predictor Variables, *Self Concept, *Student Attitudes

Improvement in self-concept may facilitate improvement in other areas such as learning and achievement. If the self-concept is formed through experiences with the environment, interactions with significant others, and attributions of one's own behavior, then the classroom atmosphere may be influential in the development of a positive or negative self-concept in children. This study was conducted to determine the ability of locus of control and perception of classroom environment to successfully predict group membership in high and low self-concept children. Fourth and fifth grade students (N=107) were administered the Piers-Harris Children's Self-Concept Scale (P-H), the Classroom Environment Scale (CES), and the Nowicki Strickland Children's Locus of Control Scale (N-S) in their respective classrooms. Data were analyzed using a stepwise discriminant analysis. Results of the analysis indicated that four variables in combination successfully classified 76% of the total cases. The variables and their order of entry were: (1) order and organization; (2) affiliation; (3) innovation; and (4) locus of control. These findings suggest that while the CES and the N-S did not successfully discriminate 100% of the total cases, the influence of classroom environment and locus of control on student self-concept cannot be ignored. (Author/NB)

ED 287 114 CG 020 242
Marrone, Joseph G. Rutnik, Carron M.
Patterns of Optimism and Pessimism in Perceptions of Changing Sex Roles.
Pub Date—12 Apr 87
Note—25p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change, College Students, *Equal Opportunities (Jobs), Expectation, *Futures (of Society), Higher Education, *Sex Fairness, *Sex Role, *Student Attitudes

The utility of a design measuring actual, ideal, and expected sex-role attitudes was demonstrated with a 25-item survey administered to 155 undergraduate men and women under different instructional sets. Although relatively liberal attitudes were expressed overall, men generally expressed less egalitarian attitudes than did women. Moreover, distinct patterns of optimism and pessimism were revealed in relation to anticipated changes in sex roles. Gender generally did not interact with instuctional set, however, there were some notable exceptions. Although the sexes agreed that men take less responsibility in the home than is ideal, not surprisingly men perceived more present equality in this area than women did and women, but not men, anticipated significant change in the future. Similarly, women perceived less present equity in the areas of pay and job opportunity than did men, and although both sexes were guardedly optimistic about the prospects for continued strides toward equality in these areas, this was particularly true for women. Neither sex expected complete equality in the foreseeable future. The results are discussed in relation to literature on sex-role attitudes and their relevance to the struggle for sexual equality. (Author)

ED 287 115 CG 020 243
Tryon, Georgiana Shick
Patients' and Therapists' Perceptions of Each Other at Intake.
Pub Date—Apr 87
Note—8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Counselor Attitudes, Counselor Characteristics, *Counselor Evaluation, *Counselor Qualifications, Higher Education, *Psychotherapy, *Student Attitudes, *Therapists

The feelings of therapist and patient toward each other are important factors in the therapeutic relationship. This study investigated how beginning therapists perceive and are perceived by clients. After initial counseling sessions with college student clients (N=133), six psychotherapy practicum trainees at a university counseling center completed the Therapist Personal Reaction Questionnaire (TPRQ), rating their feelings toward the client and their assessment of how well the interview was conducted. Clients (N=133) completed the Counselor Rating Form-Short Version (CRF-S), which assessed patient perceptions of therapist attractiveness, expertness, and trustworthiness. Five of the 15 TPRQ items related significantly to at least one of the CRF-S scales. The findings indicated that when therapists felt they had done a good job in the intake session, clients rated them high on the Expertness Scale of the CRF-S. Both patients and therapists appeared to be in agreement about how good a job the therapists had done in the initial sessions. The results indicated that, at intake, novice therapists were viewed as expert if they saw their client as troubled and unable to solve his or her own problem. When novice therapists saw their clients as already helping themselves, clients viewed therapists as lacking in skills. These results suggest the importance of training beginning therapists to identify the concerns of their patients. (NB)

ED 287 116 CG 020 245
Arndt, Nancy Y.
Is There Light at the End of the Tunnel?
Pub Date—24 Oct 86
Note—21p.; Paper presented at the Annual Conference of the American Association for Marriage and Family Therapy (44th, Orlando, FL, October 23-26, 1986).
Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Techniques, Creative Thinking, *Imagery, Problem Solving, *Psychotherapy, Relaxation Training, *Visualization
The capacity to produce imagery has been regarded as a powerful agent in the healing process and the use of mental imagery as a healing technique is well established. Freud developed the technique of free association and Jung developed several innovative imagery techniques designed to explore the unconscious. Others have used imagery and visualization to help patients with terminal cancer and with other medical problems. Visualization has also been used in psychotherapy with families and couples. This paper describes the steps in the process of visualization and presents techniques and exercises found to be beneficial in working with clients in psychotherapy. A discussion of how to become relaxed is followed by an explanation of the four steps for effective creative visualization: (1) set a goal; (2) create a clear idea or picture; (3) focus on this picture often; and (4) give positive energy to the goal. Other areas discussed include conditions that foster imagery, using imagery in the therapeutic process, the mind's eye, visualizing pain, using visualization to aid in problem solving, visualization for weight problems, and raising one's energy level. (NB)

ED 287 117 CG 020 246
Culp, Marguerite McGann
Marketing Student Services in a Community College.
Pub Date—Mar 87
Note—29p.; Paper presented at the Annual Meeting of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).
Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Community Colleges, *Marketing, *Planning, *Program Development, *Student Personnel Services, Student Personnel Workers, Two Year Colleges
This paper applies business marketing principles to college student services, introduces a model for measuring the life cycle of a service, outlines strategic planning procedures, and describes the implementation of a comprehensive student service marketing program at Seminole Community College in Florida. An overview of marketing defines marketing and challenges student service professionals to understand the principles of marketing and to apply them to student services without compromising the integrity of their mission. Five components of an effective marketing plan for student services are discussed: (1) analyzing the life cycle of each service; (2) developing procedures to eliminate "terminal" services which cannot be saved; (3) identifying consumer needs and reactions; (4) planning strategically; and (5) educating effectively. Attachments comprising the bulk of the document include forms to track student services on a life-cycle continuum, guidelines on the student development office review from Seminole Community College, a new student survey, a faculty evaluation of services survey, an advising evaluation form for students, an overview of strategic planning at Seminole Community College's Student Services Unit, and an outline of the marketing/strategic planning model currently used at the college. (NB)

ED 287 118 CG 020 247
York, Kenneth M.
Sexual Harassment in the Workplace: A Policy Capturing Approach.
Pub Date—May 87
Note—43p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Civil Rights, College Students, Court Litigation, *Decision Making, *Equal Opportunities (Jobs), *Evaluative Thinking, Higher Education, *Sexual Harassment
Identifiers—*Equal Employment Opportunity Commission
In 1980, the Equal Employment Opportunity Commission (EEOC) published the Guidelines on Sexual Harassment, specifying that sexual harassment is a kind of sex discrimination under Title VII and is an unlawful employment practice. While the determination of the behaviors that constitute sexual harassment would enable employees to write more effective policy statements, research has shown individual differences in the perception of sexual harassment. This study used policy capturing to examine sexual harassment judgments of 15 Equal Employment Opportunity Officers at midwestern colleges and universities and 79 university students. Subjects were given 80 incidents of possible sexual harassment and were asked to make judgments on each as to whether the incident represented a case of sexual harassment and whether EEOC charges should be filed. The results revealed that subjects were moderately consistent in their sexual harassment judgments and in their judgments as to whether or not formal charges should be filed, and they made similar decisions for both sets of judgments, attending most to three cues: Coercion, Victim's Reaction, and Job Consequences. These findings support the claim that experts and naive observers are very similar in what information they use and in how consistently they use that information to make judgments about sexual harassment. Tables and figures are provided. (NB)

ED 287 119 CG 020 248
Mental Health Services in Pilot Study Areas: Report on a European Study.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Report No.—ISBN-92-890-1046-0
Pub Date—87
Note—582p.
Pub Type— Collected Works - General (020) — Reports - Research (143)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors—*Cross Cultural Studies, *Foreign Countries, *Information Systems, Information Utilization, *Mental Health Programs, *Models, *Program Development
Identifiers—*Europe
The World Health Organization (WHO) conducted a study to collect data on mental health resources of pilot areas within several European countries. This report presents data from the study and provides a detailed and reliable description of the development of mental health services within the WHO European Region. Part I of the report describes the study and the use of data in seven chapters: (1) "From Phases I and II to Phase III" (R. Giel and J.U. Hannibal); (2) "Mental health information systems" (A. Dupont); (3) "Use of social and demographic data in the planning and evaluation of mental health services" (G. Moschel); (4) "Mental health services models in Europe" (D. Walsh); (5) "Patterns of care and service utilization" (R. Giel, et al.); (6) "The relationship between social conditions, service models and patterns of care" (N. J. Lavik); and (7) "The pilot areas study and the context of mental health care" (H.L. Freeman and T. Fryers). Part II contains an introduction by J.U. Hannibal and G.H.M.M. ten Horn and area descriptions from Austria (Mistelbach); Belgium (Brussels, Leuven); Denmark (Randers); Finland (Tampere); France (Paris 7, Paris 13); West Germany (Mannheim); Greece (Athens); Ireland (Dublin); Italy (Trieste); Netherlands (Groningen); Norway (Oslo); Romania (Iasi); Spain (El Ferrol, Leganes); Switzerland (Geneva); United Kingdom (Aberdeen, Nottingham); and Yugoslavia (Belgrade, Zagreb). An annex contains instructions and data sheets for the cohort study. Tables and figures are included. (NB)

ED 287 120 CG 020 249
Hawks, Richard L., Ed. Chiang, C. Nora, Ed.
Urine Testing for Drugs of Abuse. NIDA Research Monograph Series 73.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No.—DHHS-ADM-87-1481
Pub Date—86
Note—132p.
Pub Type— Information Analyses (070) — Collected Works - General (020)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Chemical Analysis, *Drug Abuse, Evaluation Methods, *Illegal Drug Use, *Program Development
Identifiers—*Drug Testing, *Urinalysis
In the past 5 years, a growing concern over the use of illicit drugs in the workplace has led to an interest in urinalysis as a way to detect and deter drug use. This monograph provides information that will assist those involved in the planning or implementation of drug testing programs in making informed choices. Articles include: (1) "Establishing a Urinalysis Program–Prior Considerations" (Richard L. Hawks); (2) "Drug Testing Programs" (Robert E. Willette); (3) "Choosing a Laboratory" (Robert E. Willette); (4) "Proficiency Testing and Quality Control Programs" (Robert E. Willette); (5) "Specimen Collection and Handling" (Joseph E. Manno); (6) "Analytical Methodology" (Richard L. Hawks); (7) "Accuracy in Urinalysis" (Robert V. Blanke); (8) "Interpretation of Urinalysis Results" (Joseph E. Manno); (9) "Implications of Drug Levels in Body Fluids: Basic Concepts" (C. Nora Chiang and Richard L. Hawks); and (10) "Examples of Specific Drug Assays" (Richard L. Hawks and C. Nora Chiang). Drugs discussed in the section "Examples of Specific Drug Assays" include marijuana/cannabinoids, cocaine, amphetamine and methamphetamine, opiates, phencyclidine, alcohol, lysergic acid diethylamide, methaqualone, barbiturates, and benzodiazepines. A glossary is provided. (NB)

ED 287 121 CG 020 250
O'Neil, James M. Carroll, Marianne Roberts
Evaluation of Gender Role Workshop: Three Years of Follow-Up Data.
Pub Date—1 Sep 87
Note—37p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adults, *Attitude Change, Change Strategies, *Participant Satisfaction, *Program Evaluation, *Role Perception, *Sex Role, *Workshops
A 6-day gender role workshop for adult men and women is described using current theory and research. The principle concepts discussed in the workshop were adult gender role journeys, gender role transitions, and gender role conflicts. The workshop's curriculum and process are described, including workshop themes, lectures, media, and structured group activities. Systematic follow-up evaluations of participants (N=82) in three separate workshops are reported. Participants' personal and professional reactions to the workshop are reported for each day of the workshop, immediately following the workshop, 1 and 3 months after the workshop, and 1 and 2 years after the workshop. These evaluations provide insights into participants' reactions to the workshop's content and process. Results are discussed which showed that participants were affected personally and professionally over the multiple time periods. Limitations of evaluation data presented and implications for counselors implementing future workshops are discussed. (Author/NB)

ED 287 122 CG 020 251
Koschoreck, Linda And Others
The Establishment of a Responsible Living Environment to Promote Student Development.
Pub Date—Mar 87
Note—46p.; Handout which accompanied paper presented at the Annual Meeting of the American College Personnel Association/National Association of Student Personnel Administrators (Chicago, IL, March 15-18, 1987).
Pub Type— Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Environment, *College Housing, College Students, *Dormitories, Higher Education, *Participative Decision Making, *Policy Formation, Student Development, *Student Participation
Identifiers—*Responsible Living Environment
This paper describes the Responsible Living Environment (RLE) which has been used to promote a community atmosphere within the University of Wisconsin–Whitewater residence halls consistent with the educational mission of the university. It

includes the university's housing mission statement, a definition of Responsible Living Environment, and a description of implementation of RLE. Policies and activities determined by the students are discussed, including visitation, escort policy, solicitation, quiet hours, courtesy hours, and room decorating. Forms are included for voting on RLE policies and for tabulating results. Also included are sample unit agreements, a set of alcohol/party policies and contracts, a statement of general standards for student behavior, and a room painting policy statement. A handout is provided on Chickering's seven areas of development, and information on student concerns and how their concerns relate to Chickering's seven vectors is included. Policies which support Chickering's theory are listed and programming ideas within each of Chickering's vectors are given. Perry's theory is graphically depicted and policies which support Perry's positions are listed. Also included is the article "Residence Halls Unit Agreements: A Step beyond Rules and Regulations" by Thomas A. Scheuermann and Deborah Francis Grandner. (NB)

ED 287 123 CG 020 252
Sawyer, Llewlee L.
Truth and Consequences: Believing as Adaptive Behavior.
Pub Date—Apr 87
Note—26p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adjustment (to Environment), *Beliefs, *Cognitive Psychology, *Cognitive Style, *Experience, Heuristics, Models, Personality Traits, Therapy
A theoretical cornerstone of cognitive therapy is the idea that the relationship between experience and cognition, the interpretation of experience, is recursive. Human beings can respond to a given experience with more than one description and/or explanation of the experience and these alternative interpretations can have different experiential consequences. A cognitive interpretation which is repeatedly or habitually produced in response to a variety of experiences is a belief. This paper uses the idea of a recursive relationship between experience and cognition to propose a heuristic model of believing as a purposeful activity by which the human organism adapts to its environment. The belief "Earth is being explored by extraterrestrials" is used as an example in describing the four stages of this model: (1) generating an interpretation of an experience; (2) justifying the interpretation; (3) enacting the interpretation; and (4) evaluating the interpretation vis-a-vis experiential consequences. Interrelationships among the stages are explained. The practice of cognitive therapy is discussed in terms of the model, and sociocultural implications of the model are considered. (NB)

ED 287 124 CG 020 253
Ferguson, Judy
GRADS–A Program That Works for Pregnant Teens and Adolescent Parents.
Pub Date—May 87
Note—14p.; Paper presented at the Annual National Symposium on Building Family Strengths (10th, Lincoln, NE, May 13-15, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Child Development, *Child Rearing, *Dropout Prevention, *Early Parenthood, Home Economics, *Parent Education, *Pregnancy, Program Effectiveness, Secondary Education
GRADS (Graduation, Reality, and Dual Role Skills) is a vocational home economics in-school, secondary program for pregnant students and/or young parents. Curriculum for the program, designed to keep students in school until graduation, includes positive prenatal and postnatal care; child development and parenting education; and goal setting toward combining roles of parent, employee, and student. The GRADS instructional program provides individualized instruction, counseling, and networking for each student. This report describes the GRADS program; gives a portrait of an adolescent parent; discusses medical implications of pregnancy for adolescents; and examines economic, social, and emotional implications of being pregnant and of becoming a parent. It notes that, as a result of the GRADS program in Lawrence County, Ohio, there has been a reduction in the school dropout rate for pregnant girls and young fathers. The dropout rate of 12% for the 1,281 students enrolled in the 1984-85 GRADS program is compared to a national dropout rate of 80% for adolescent parents. (NB)

ED 287 125 CG 020 254
Fannin, Ronald A.
Family Wellness: An Ecological Perspective.
Pub Date—May 87
Note—18p.; Paper presented at the Annual National Symposium on Building Family Strengths (10th, Lincoln, NE, May 13-15, 1987).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ecological Factors, *Environmental Influences, *Family (Sociological Unit), Family Environment, *Family Health, Models
Identifiers—*Bronfenbrenner (Urie), *Wellness
Bronfenbrenner's (1979) concept of human ecology emphasizes the effect of the environment, both physical and psychological, on individual development. Bronfenbrenner's contexts which affect the development of the individual (microsystem, mesosystem, exosystem, macrosystem) can also be defined for the family in an ecological model of family wellness. The family's microsystem consists of family members, both nuclear and extended, and the perceptions and expectations they hold for the family. The family's mesosystem involves settings in which individual family members operate alone: the parents' workplace, the child's school, the neighborhood. The third level of influence, the exosystem, involves settings in which the family as a whole or individual members of the family are not likely to be directly involved. This context is the point at which society has influence upon what goes on within the family. The final level of influence, the macrosystem, involves the orientation of the society toward families and what families do. In terms of family wellness, Bronfenbrenner's concept of an ecological transition can be seen as involving changes in the family's relationship to its broader environment. Those interested in facilitating and supporting family wellness can emphasize ecological transitions which move the family toward a state of greater wellness. (NB)

ED 287 126 CG 020 255
Fagan, Ronald W. And Others
Reasons for Alcohol Use in Maritally Violent Men.
Pub Date—Apr 87
Note—29p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Aggression, Battered Women, *Drinking, *Family Violence, Interpersonal Relationship, *Males, Marital Satisfaction, *Spouses
Alcohol consumption is often associated with aggressive behaviors. This study compared the contexts and reasons for drinking of maritally violent men (N=44) and three maritally nonviolent comparison groups: happily married men (N=54), unhappily married men (N=41), and men who had been convicted of a violent offense, but who did not beat their wives (N=33). Subjects completed measures of marital violence, marital satisfaction, sociodemographic status, drinking quantity and frequency, parents' drinking, drinking context, reasons for drinking, and alcohol and violence. Compared to the nonviolence groups, the maritally violent group reported higher levels of alcohol consumption in all drinking context items. While significant differences were found, the mean level of consumption in all contexts was relatively low. Maritally violent men reported drinking to forget worries, pains, and stresses in their lives more so than did nonviolent men. At least one-half of the maritally violent men reported that drinking accompanied abusive events at least occasionally, while about one-third reported it often accompanied their abuse. These findings suggest that, while alcohol use may facilitate marital violence, alcohol use and mental abuse may be symptoms of other factors. Therapy should focus on the underlying causes of both the alcohol use and the spouse abuse. (NB)

ED 287 127 CG 020 256
Sadoff, Wallace L. Crandall, Arlene B.
A Multidisciplinary Team Suicide Prevention Program.
Pub Date—Mar 87
Note—13p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Crisis Intervention, Elementary Secondary Education, *Interdisciplinary Approach, *Prevention, School Personnel, *Suicide, *Teamwork
Identifiers—*Adolescent Suicide
In response to the recent suicide epidemic, many school districts have struggled to devise suicide prevention procedures. Smithtown Central School District in St. James, New York developed procedures in 1983 using research data on the warning signs and risk factors relating to the suicidal child. These procedures focus on a multidisciplinary team approach to suicide prevention. By involving all the professionals in the school setting, these procedures combat the suicidal impulse at its most basic level. The implementation of the procedures establishes a network of support for the suicidal child, thereby alleviating the overwhelming feeling of isolation. This network of support is extended into the community through parent involvement; presentation to local civic groups; and direct contact with hospitals, clinics, and private practitioners. This paper examines the warning signs and risk factors associated with a suicidal child and describes the Smithtown approach to suicide prevention. Low, medium, and high risk case studies are included to illustrate the multidisciplinary team members' involvement at each stage of the crisis. (Author/NB)

ED 287 128 CG 020 257
Thein, Roman D.
Self-Discrepancies, Negative Mood States, and Compliance.
Pub Date—Apr 87
Note—41p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Affective Behavior, *Cognitive Processes, College Students, *Compliance (Psychology), Higher Education, Prosocial Behavior
Identifiers—*Moods, *Self Discrepancies
This study examined effects of accessible self-discrepancies on subjects' mood states and the effects of these mood states on compliance. Two affective states, agitation and dejection, were induced in 115 college students by priming their available self-discrepancies. After the subjects had received specific primes and their mood states had been assessed, they were exposed to a compliance paradigm and their responses were observed. It was found that: (1) experimental self-discrepancy priming increased general emotional discomfort among high self-discrepant subjects; (2) discriminating effect of specific priming conditions failed to occur; and (3) in extreme cases, dejection-related mood state was uniquely related to an increase in the likelihood of compliance with a request to help another experimenter, whereas, in contrast, agitation-related mood state tended to be uniquely related to a decrease in the likelihood of compliance. Furthermore, a suppressing effect of mirror manipulation on negative affect was observed. The implications of these findings are discussed within the framework of Higgins' "Theory of Self-Discrepancy" (in press), a theory encompassing both emotions and cognitive self-discrepancies. It is suggested that the results of the study indirectly support the assertion that the type of emotions mediates between cognitive self-discrepancies and compliance. In addition to the study, developments in psychology related to the area of prosocial, or helping or altruistic, behavior are discussed. (Author/NB)

ED 287 129 CG 020 258
Parents and Schools: A Shared Responsibility.
Los Angeles Unified School District, CA. Office of Instruction.
Report No.—GC-96-1983
Pub Date—83
Note—36p.
Available from—Instructional Publications, Los Angeles Unified School District, 450 N. Grand Avenue, Room G-390, Los Angeles, CA 90012 ($.75).
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Attendance, Curriculum Development, Discipline Policy, Elementary Secondary Education, *Parent Responsibility, *Parent School Relationship, School Districts, *School Policy, *School Responsibility, Teaching Methods

This document presents guidelines developed by the Los Angeles Unified School District to help strengthen support from parents, the community, and community leaders for the school district's programs. It provides a statement regarding school and parent responsibilities and suggestions for how the school staff and parents, working together, may contribute to the improvement of the instructional program. Suggestions outlined in the paper are to serve as a reference for schools. Twelve major areas of consideration regarding the responsibilities of parents and schools in improving the district's instructional programs are identified: (1) curriculum and instructional materials; (2) testing programs; (3) enrichment, remediation, and special programs; (4) learning styles and teaching strategies; (5) learning environment; (6) high expectations; (7) marking practices; (8) attendance policies; (9) promotional requirements; (10) homework; (11) graduation requirements; and (12) discipline. For each of these areas, a brief description of the goal is given and separate sets of responsibilities are listed under the headings of School Responsibilities and Parent Responsibilities. A list of resource materials is included. (NB)

ED 287 130 CG 020 259

Palmer, Kristina L.

Guideline for a Resource Person Assisting a Self-Help Group.

Pub Date—Aug 87

Note—23p.; Research paper for Master of Science degree, Northern Illinois University.

Pub Type— Guides - General (050) — Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Consultants, Group Dynamics, *Information Services, *Resource Staff, *Self Help Programs, *Social Support Groups

This document contains guidelines for social workers and other resource persons who are assisting self-help groups. It begins by defining the purpose of the resource person as meeting with group members on a consistent basis to provide information about available resources, offer suggestions and advice when appropriate, answer questions, and offer insight to members as they develop the group. Eight essential structural features of self-help groups are listed and four functional attributes which emerge from these features are discussed. Five phases of self-help groups identified by Katz (1970) are explained. It is noted that the major role of a resource person is to provide information about available resources. Several specific areas in which resources should be provided are discussed: (1) the media; (2) community and counseling services; (3) meeting location; (4) speakers and/or films; (5) professional assistance; (6) counseling service; (7) recreational services; (8) self-help groups and associations; (9) self-help clearinghouses; and (10) suggested reading lists. The need for legal counsel is considered and the areas of informed consent and confidentiality are addressed. Ways of organizing and using group meetings are described. The appendices contain a list of self-help clearinghouses and suggested readings for self-help groups. (NB)

ED 287 131 CG 020 260

Scorzelli, James F.

Drug Abuse in Southeast Asia.

Pub Date—Apr 87

Note—10p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New Orleans, LA, April 21-25, 1987).

Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cross Cultural Studies, *Drug Abuse, Drug Education, *Drug Rehabilitation, Foreign Countries, *Government Role, *Prevention, *Public Affairs Education

Identifiers—*Asia (Southeast), *Malaysia

This report examines the incidence of drug abuse and the methods of treatment and prevention of drug abuse used in Southeast Asia. Countries studied include Malaysia, Singapore, Thailand, Indonesia, and the Philippines. Because of Malaysia's intensive effort to eliminate its drug abuse problem, emphasis is placed on this country's treatment and prevention system. The availability of heroin, opium, and cannabis in this part of the world is described and the seriousness of the drug problem in Malaysia is discussed. Data tables illustrate the number of drug abusers in the country and specific characteristics of abusers. The role of public education with respect to drug abuse prevention is described and activities of the governmental ministries are listed. Malaysia's comprehensive rehabilitation and treatment programs are presented and programs offered by prisons, governmental rehabilitation centers, and private agencies are described. Aftercare, required of all drug abusers, is discussed. A summary of drug abuse and treatment in Singapore, Thailand, Indonesia, and the Philippines is appended. (NB)

ED 287 132 CG 020 261

Thiboutot, Paul

Alumni and Admissions: Uses or Abuses.

Pub Date—Sep 87

Note—8p.; Paper presented at the Annual Conference of the National Association of College Admissions Counselors (43rd, Seattle, WA, September 29-October 2, 1987).

Pub Type— Opinion Papers (120) — Speeches/ Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Admissions Counseling, Admissions Officers, *Alumni, *College Admission, *College Bound Students, Higher Education, *Student Recruitment

Alumni can serve many functions in college admission work. The alumni's greatest asset in admission work is their experience of the alma mater. Having alumni meet with potential students may be the best use of alumni by admission officers. Alumni can meet with prospective students in a variety of contexts. When meeting with students at a function that may involve other alumni, however, alumni must never lose sight of a focus on prospective applicants. Through writing letters, making telephone calls, or visiting schools, alumni can initiate recruiting contacts with prospective students and can familiarize the students with a college they may not have considered. When a college admission counselor is sent to unfamiliar cities to recruit, alumni living in those cities can serve as support personnel for the counselor in his recruiting efforts. Most active alumni networks involve alumni in at least three aspects of admission work: recruitment, interviewing, and yield strategy. Besides logistical support and contact through recruiting and interviewing, alumni can help through organizing and hosting events such as yield parties. Alumni can be an invaluable asset and a strong selling-point of the college to prospective students. Admission officers are encouraged to use their alumni in their admission efforts. (NB)

ED 287 133 CG 020 262

Inglehart, Marita And Others

Possible Selves and Satisfaction with Career Choice-A Longitudinal Analysis.

Pub Date—Aug 87

Note—19p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, *Followup Studies, Higher Education, *Life Satisfaction, *Medical Students, *Physicians, Self Actualization, *Self Concept

Identifiers—*Possible Selves

Possible selves are concrete images of what people think they might become, what they would like to become, and what they are afraid of becoming in the future. It was hypothesized that the satisfaction with achieving the possible self will be higher the more the person has focused on this possible self and the more emotionally involved the person has been with the possible self in the past. These hypotheses were tested in a 10-year panel study of 99 medical doctors which investigated the influence of long-term self-relevant goals (possible selves) on subjective well-being after achieving these goals. The results provided support for the first hypothesis: the degree to which students had focused on becoming a physician in their first year of medical school significantly predicted satisfaction with medicine as a career after achieving this possible self 10 years later. The second hypothesis, however, was not supported: the degree to which these students were emotionally affected by these possible selves when starting medical school had no influence on their later satisfaction with medicine as a career. The findings support the hypothesis that the two aspects of possible selves, their cognitive structure and their affective valence, function independently. These results provide evidence for the psychological significance of the concept of possible selves. (NB)

ED 287 134 CG 020 263

Inglehart, Marita Rosch Brown, Donald R.

Gender Differences in Values and Their Impact on Academic Achievement.

Pub Date—Jul 87

Note—23p.; Paper presented at the Annual Meeting of the International Society of Political Psychology (10th, San Francisco, CA, July 4-7, 1987).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Affective Measures, Cognitive Processes, Higher Education, *Medical Students, *Sex Differences, *Student Motivation, *Values

Gender differences in academic achievement of students in the medical school at the University of Michigan were investigated in this study. Observed achievement differences were attributed to gender differences in values which influence student motivation. Three hypotheses were tested: (1) that men place more importance on mastery-related issues, while women have stronger person-related and social values; (2) that men will do better in purely knowledge-based achievement tests, and that women will do better in person-related tasks such as clinical performance; and (3) that women's achievement should be predicted better by taking person-related values into account, while men's achievement should be predicted better by using mastery-related values as predictors. Data from 885 male and 271 female medical students of the entering classes of 1976 through 1981 were analyzed. The results supported all three hypotheses. Findings can be interpreted as clear evidence of the importance of affective factors, especially values, in explaining gender differences in academic achievement. One's achievement reflects the fit between the person's cognitive and affective make-up and the demands of the environment. (NB)

ED 287 135 CG 020 264

Schonfeld, Lawrence And Others

Alcohol Abuse and the Elderly: Comparison of Early & Late-Life Onset.

Pub Date—30 Aug 87

Note—18p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Alcoholism, *Behavior Problems, Comparative Analysis, *Depression (Psychology), *Drinking, *Loneliness, *Older Adults

Identifiers—*Alcohol Abuse

Two types of elderly alcohol abusers are described. Early onset or long-term alcohol abusers are abusers with long-standing behavioral problems considered well known to the social service delivery system. Late-life onset elderly alcohol abusers are those whose drinking problems began in the later years, after age 50, often in response to stresses associated with the aging process. This study compared the drinking histories and current drinking patterns of these two types of elderly alcohol abusers who were admitted to a behavioral day treatment program. Two groups of elderly were selected: 26 for each group, each consisting of 16 males and 10 females. Information from the Gerontology Alcohol Project Drinking Profile and several psychosocial assessments was used to compare the two groups. Results indicated that individuals in the early onset group were younger, more likely to have had previous alcohol treatment, more likely to have changed residence, drank more, were intoxicated more often, and experienced more emotional problems than those in the late onset group. Late-life onset subjects had more education, higher income, and greater life satisfaction than did early onset subjects. Despite these differences, depression and loneliness appeared to be common antecedents to problem drinking behavior in the elderly. (Au-

thor/NB)

ED 287 136 CG 020 265
Bleuer, Jeanne
Accountability in Counseling. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, *Counseling Services, *Counselors, Credentials, Outcomes of Treatment, *Program Design
This fact sheet examines several issues in counselor and counseling program accountability. Issues in counselor accountability include credentialing, professional disclosure, documentation of activities, and linkage with outcomes. Program accountability issues involve stakeholders, availability of resources, documentation of activities, linkage with outcomes, and cost analysis. Eight steps are given for designing an accountability system for a counseling program. (NB)

ED 287 137 CG 020 266
Collet, Jeanne Bleuer
Comprehensive Guidance Program Design. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, Elementary Secondary Education, *Program Design, Program Evaluation, *School Guidance, *Teamwork
This fact sheet presents an overview of problems in designing comprehensive guidance programs and a rationale for a new direction. Five guidelines for a new comprehensive program are discussed: (1) build on existing program; (2) use teamwork approach; (3) identify desired student outcomes; (4) plan program activities related to outcomes; and (5) develop an ongoing evaluation system. The counselor's role in the new design is defined. (NB)

ED 287 138 CG 020 267
Frenza, Mary
Counseling for Study Skills. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Modification, *Counselor Role, Elementary Secondary Education, Models, *School Counselors, Student Improvement, *Study Skills
A rationale for counselors instructing students in study skills is presented in this fact sheet and research and assessment are discussed. A section on instructional content focuses on reading, notetaking, test taking, and time management. Three behavior modification techniques and three study skills instruction formats are discussed. The Study Improvement Program model is described. (NB)

ED 287 139 CG 020 268
Herbert, Deborah
Counseling Youngsters for Stress Management. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Techniques, Elementary Secondary Education, Models, *Relaxation Training, *School Activities, *School Counseling, *Stress Management, Stress Variables
This fact sheet focuses on stress, stress in children and adolescents, and stress management in the schools. Relaxation training for young people is discussed and elements in the implementation of a relaxation training program are considered, including personnel, inservice, time, materials, and basic relaxation procedures. A sample stress management model for secondary students is presented. (NB)

ED 287 140 CG 020 269
Walz, Garry R.
Counselors and Computers. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Testing, *Computer Oriented Programs, *Computer Uses in Education, *Counselors, Models, *Program Design
Possible threats and promises perceived by counselors when computers are introduced into the counseling field are examined in this fact sheet. Computer-assisted counseling and computer-managed counseling are discussed. A seven-step model for designing a "hi-tech" counseling program is presented. (NB)

ED 287 141 CG 020 270
Herbert, Deborah
The Role of the School Counselor: Elementary Level. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, *Counselor Teacher Cooperation, Elementary Education, Parent School Relationship, *School Counselors, *School Guidance, *Student Development
This fact sheet focuses on the school counselor role at the elementary level. It discusses the developmental role of school counselors, kindergarten through grade 12 comprehensive developmental guidance, and counselor role essentials. Also included are sections on elementary developmental guidance, the counselor role in elementary guidance, and a representative list of counselor role/function descriptions. (NB)

ED 287 142 CG 020 271
Herbert, Deborah
The Role of the School Counselor: Middle/Junior High Level. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, *Counselor Teacher Cooperation, Group Counseling, Junior High Schools, Middle Schools, Parent Education, Peer Counseling, *School Counselors, *School Guidance, *Student Development
This fact sheet focuses on the school counselor role at the middle/junior high school level. It discusses the developmental role of school counselors, kindergarten through grade 12 comprehensive developmental guidance, and counselor role essentials. Also included are sections on middle/junior high developmental guidance, the counselor role in middle/junior high guidance, and selected counselor roles. (NB)

ED 287 143 CG 020 272
Herbert, Deborah
The Role of the School Counselor: Secondary Level. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescent Development, *Career Guidance, *Counselor Role, High Schools, *Program Development, *School Counselors, *School Guidance, *Student Development
This fact sheet focuses on the school counselor role at the high school level. It discusses the developmental role of school counselors, kindergarten through grade 12 comprehensive developmental guidance, and counselor role essentials. Also included are sections on secondary developmental guidance, a model job description for secondary counselors, recent research on counselor role and secondary guidance, and the importance of career guidance. (NB)

ED 287 144 CG 020 273
Uhlemann, Max R. Lee, Dong Yul
Self-Reported Reliance on Nonverbal Behavior.
Pub Date—Aug 86
Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Client Characteristics (Human Services), *Counselor Characteristics, *Counselor Client Relationship, *Counselor Evaluation, High Schools, *Nonverbal Communication
Identifiers—Verbal Nonverbal Reliance Questionnaire
Recently, there have been several convincing demonstrations that nonverbal behaviors are key elements in influencing client judgments of counselor credibility. A study was conducted to examine the sensitivity of the self-reported reliance on nonverbal behaviors, as assessed by the Verbal/Nonverbal Reliance Questionnaire (VNRQ), to the actual changes in nonverbal behaviors. Two stimulus tapes, one tape containing counselor responsive and the other counselor unresponsive nonverbal behaviors, were developed and shown to 127 high school students. The students rated the expertness, trustworthiness, and attractiveness of the counselor, and indicated the degree to which they relied on nonverbal cues (eye contact, smile, voice, and gestures) in making their judgments. The results indicated that participants who reported a higher reliance, in contrast to a lower reliance, on nonverbal cues showed a greater sensitivity to changes in nonverbal behaviors. The findings suggest that self-reported reliance on nonverbal behavior, as measured by the VNRQ,

may be a sensitive and convenient method of obtaining information about the contribution of nonverbal behavior in a client's perception of the counselor. (Author/NB)

ED 287 145 CG 020 274
Gorman, Nanette M. And Others
Homosexual and Heterosexual Love and Friend Relationships.
Pub Date—May 87
Note—8p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Friendship, *Homosexuality, *Interpersonal Relationship, *Sex Differences, *Sexuality, Spouses
Identifiers—*Love
This study explored homosexual and heterosexual friend and love relationships as measured by Wright's (1984) Acquaintance Description Form-Final (ADF-F). It was hypothesized that homosexual relationships would vary from heterosexual relationships on certain aspects of the relationships. Homosexual subjects (N=78) responded toward a target person (friend and/or lover) using the ADF-F. The responses were compared to responses previously obtained from heterosexual subjects. The results indicated that male and female homosexual relationships appeared most similar to engaged heterosexual relationships, with the finding being most clear-cut for females. Contrary to expectations, homosexual love relationships were no less permanent or exclusive than were heterosexual love relationships. Male and female homosexual friendships were perceived as providing greater emotional salience when compared to heterosexual friendships. No significant differences were found when comparing male and female homosexual love relationships or male and female homosexual friendships. (Author)

ED 287 146 CG 020 275
Lucas, Margaretha S. Epperson, Douglas L.
Cluster Analysis of Vocationally Undecided Students: A Replication and Validation.
Pub Date—Aug 86
Note—28p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Choice, Cluster Analysis, College Students, *Decision Making, Higher Education, *Individual Differences, *Personality Traits, Reliability, Validity
Many studies which have investigated the differences between decided and undecided subjects have assumed homogeneity of both subsets, but results of these studies do not justify such a assumption. This study attempted to identify, multidimensionally, types of vocationally undecided college students. Data on 11 variables from 276 undecided undergraduate students were entered into a cluster analysis. Data from the cluster analysis suggest that the optimal partioning of the data was obtained with a five-cluster solution. Analyses of variance and a chi-square analysis using variables not included in the clustering process provided evidence of the validity of found clusters. To assess the reliability of the clustering process, the total sample was split into two subsamples and a five-cluster solution was imposed on each of the subsamples. The resulting clusters were compared to the clusters of the total sample and to the findings of a former, similar study. These comparisons provide support for the reliability of three of the five clusters. The emergence of these clusters suggests a multidimensional perspective of vocational decidedness with apparent implications for differential treatment. (Author/NB)

ED 287 147 CG 020 276
Rocheleau, Ann Marie
Joining Incarcerated Mothers with Their Children: Evaluation of the Lancaster Visiting Cottage Program.
Massachusetts State Dept. of Correction, Boston.
Report No.—14,886-149-250-6-24-87
Pub Date—Jun 87
Note—150p.; For Executive Summary, see ED 286 107.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Children, *Correctional Institutions, *Correctional Rehabilitation, Institutionalized Persons, *Mothers, *Parent Child Relationship, *Prisoners, *Program Evaluation, Program Implementation
This report presents the results of a process evaluation of the first year of the Lancaster Visiting Cottage Program, a program developed by the Massachusetts Department of Corrections to provide overnight visits between children and their incarcerated mothers. Chapter I provides an introduction to the report. Chapter II reviews the literature on incarcerated mothers and their children and gives an overview of programs presently in operation in other states for this population. As background for the description of the Visiting Cottage Program, chapter III briefly describes other Department of Corrections programs for incarcerated mothers. Chapter IV presents the research methodology used in the evaluation, examines the frequency and use of the program, and describes the program's first-year applicants. The time and effects of separation on incarcerated mothers and their children is discussed in chapter V. Chapter VI contains 10 sections, each highlighting salient issues or findings of the study. Sections focus on: (1) feedback on the program's daily operation; (2) participation/non-participation; (3) security and disciplinary issues; (4) program staffing; (5) quality of visits; (6) inmates and mothers; (7) impact on Lancaster staff; (8) comparison of long-term versus short-term inmate mothers; (9) utilization of treatment services; and (10) interagency model. Chapter VII presents the progress made by the program toward the achievement of its goals. Chapter VIII provides a summary of the findings and recommendations for the future. (NB)

ED 287 148 CG 020 277
Dengelegi, Lidia Kidder, Louise H.
Lubavitch Women: Depression and Life Satisfaction in a Traditional Community.
Pub Date—10 Apr 87
Note—22p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Influences, *Depression (Psychology), *Females, Judaism, *Life Satisfaction, Religious Factors, *Role Conflict, Role Perception, *Traditionalism
Given that traditional societies provide women with clearly defined roles, married women in traditional communities might experience less depression than women who have conflicting role expectations. To examine this issue, 43 Lubavitch Hassidic Jewish women from two northeastern communities were interviewed concerning their satisfaction with various aspects of their lives and were administered the Center for Epidemiological Studies-Depression scale (Radloff, 1974). The two groups' life satisfaction and depression levels were compared to each other and the two groups' pooled responses were compared to national norms. It was hypothesized that the Lubavitch group as a whole would be more satisfied with life and less depressed than the American norms because of the Lubavitch lifestyle and ideology. The results showed that Lubavitch women's life satisfaction in general was higher than that of the national norms, though satisfaction with some specific areas of their lives proved to be lower than the norm. The Lubavitch women were also found to be less depressed than the normative sample of American women. (Author/NB)

ED 287 149 CG 020 278
Mellinger, Jeanne C. And Others
Cognitive Effort in Modality Retrieval by Young and Older Adults.
Pub Date—Apr 87
Note—14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Development, Age Differences, *Cognitive Processes, College Students, Higher Education, *Memory, *Older Adults, *Recall (Psychology), *Young Adults
Recent studies of contextual attributes thought to be automatic have reported deficits among the elderly, raising the question of whether automatic memory processing does require some effortful attention and if so, whether such effort is needed during encoding, storage, or retrieval. This study used a secondary task methodology to examine these issues. Older (N=32) and younger (N=32) adults participated in the four-part testing procedure which involved a primary task of word recall, a secondary task of presentation modality recall, and response to a light signal. Four measures of performance were obtained: number of words recalled, proportion of correct modality identification, an estimate of the amount of modality clustering during word recall, and reaction time to light signals. The results showed that modality information, given word recall, was significantly lower for older adults than for younger ones, and also that word recall was more cognitively effortful for older subjects. Results also indicated that adding a modality identification task to word recall did not increase cognitive effort for either age group. The findings revealed no evidence that retrieval of modality information is cognitively effortful, yet small age decrements occurred. This poses a challenge for capacity theories of elderly memory. (NB)

ED 287 150 CG 020 279
Chrisler, Joan C.
Changing Attitudes toward Seeking Professional Help.
Pub Date—Apr 87
Note—10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, *College Curriculum, College Students, *Helping Relationship, Higher Education, *Psychotherapy, *Student Attitudes
Identifiers—*Help Seeking
Despite the increasing acceptance of the value of psychotherapy, there are still those who think people should solve their own problems. A study was conducted to investigate the attitudes of college students toward seeking professional help before and after taking a course in abnormal psychology to determine whether exposure to the purposes and methods of clinical psychology would produce more positive attitudes in students. Forty students enrolled in an Abnormal Psychology course and 29 students in a Psychology of Consciousness course completed the Attitudes Toward Seeking Professional Help Scale during the first class meeting and again during the last class meeting. Students in the Abnormal Psychology class showed significantly more positive attitudes toward seeking help for psychological problems at the end of the semester than at the beginning. Students enrolled in the Psychology of Consciousness class showed no significant difference in attitude. Males were significantly less positive than females in their attitudes toward seeking help. These findings have implications for instructors of psychology courses. (Author/NB)

ED 287 151 CG 020 280
Wood, Sally M. And Others
In-Home Treatment of Abusive Families: Cost and Placement at One Year.
Spons Agency—Department of Health and Human Services, Washington, D.C.
Pub Date—Aug 87
Grant—90-C5-0074
Note—20p.; Paper presented a the Annual Conference of the American Association for Marriage and Family Therapy (44th, Orlando, FL, October 23-26, 1986).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Abuse, *Child Neglect, Child Welfare, Cost Effectiveness, Family Counseling, *Family Relationship, *Home Programs, *Placement, *Prevention
The FamiliesFirst project in Davis, California is a child abuse prevention project designed to keep abused children safely at home. During the first year of operation, FamiliesFirst provided in-home prevention services to 59 children in 26 families referred by county Child Protective Services as an alternative to out-of-home placement. Therapists, carrying a caseload of two families each, provided intensive treatment in the families' homes for a 4- to 6-week period. A comparison group of 24 Child Protective Service-referred families with 49 children received usual county services. Families were interviewed at intake and again one year later. The

two groups were evaluated on cost, on whether of not the children stayed at home, and on psychological measures of family functioning. The results revealed that abusive and neglectful families who received in-home services were able to keep their children home more often than were families who received traditional services alone. The in-home intervention did not put experimental group children at more risk for further abuse or neglect, as measured by a need for later placement, than children in the comparison group. The one-year follow-up data indicated that the goals of reducing out-of-home placement and lowering placement costs were being met. (Author/NB)

CS

ED 287 152 CS 008 919
Toomey, Derek
Children's Reading and Parental Involvement: Strategies for Schools in the Research Literature.
Pub Date—[87]
Note—41p.; Page 12 of the document is cropped resulting in a loss of some text.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Early Reading, Educational Cooperation, Elementary Education, Foreign Countries, Literature Reviews, *Parent Child Relationship, Parent Influence, Parent Participation, Reading Achievement, Reading Aloud to Others, Reading Instruction, Reading Research, Reading Skills, *Reading Strategies

Noting that parents have considerable influence on their children's learning during the process of general socialization, this paper reviews literature from primary and post primary schools about involving parents with their children's reading development. Following an introduction which summarizes the pertinent literature, the first section examines social learning theory and how it applies to reading, including information on home reading programs. The second section examines the psycholinguistic and naturalistic approach, focusing on the importance of every-day reading behavior and common sense meaning in children's literacy development. The third section discusses the implications of the psycholinguistic approach for home reading programs, including a section on pertinent British studies, while the fourth section examines parents as instructors. A conclusion suggests that while involving parents as instructors of reading appears to be a good strategy, very little is known about the relative cost effectiveness of different strategies. (Nine pages of references are included.) (JC)

ED 287 153 CS 008 923
Sherman, Thomas F. Merschman, Jane
Reading Diagnostic Tools: Review of Woodcock Reading Mastery Test.
Pub Date—Sep 87
Note—15p.
Pub Type— Reports - Evaluative (142) — Book/-Product Reviews (072)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Criterion Referenced Tests, *Diagnostic Tests, Elementary Secondary Education, *Reading Diagnosis, Reading Skills, *Reading Tests, Screening Tests, *Test Construction, Test Items, Test Reliability, Test Reviews, Test Use, Test Validity
Identifiers—*Woodcock Reading Mastery Test

The development and assessment of the Woodcock Reading Mastery Test (WRMT) is described in this paper. The first section, after a brief description of the test, outlines the development of the test, including its purpose, how it was tested and calibrated, its administration and scoring, use and interpretation of scores obtained, and statistical development. The second section of the paper offers assessments of the test from a dozen reviewers, five of whom thought the test was not useful or seriously flawed due to, among other things, (1) a lack of a description in the manual for how the test can be used diagnostically, (2) sex-role stereotyping in the test, and (3) lack of evidence of attempts to measure inference, logic, or analysis. The positive reviews in this section rated the test as useful in that, among other things, it offers a wide variety of interpretive scores, presents directions and interpretations of scores clearly in the manual, and makes alternate forms of the test available. Concluding remarks suggest that the WRMT is not what the author promised it would be, although it may have value as an initial screening test. (Seven references are included.) (JC)

ED 287 154 CS 008 945
Ehri, Linnea C.
Movement in Word Reading and Spelling: How Spelling Contributes to Reading. Technical Report No. 408.
Illinois Univ., Urbana. Center for the Study of Reading.
Pub Date—Sep 87
Note—19p.; Portions of this paper were presented at the Conference on Reading and Writing Connections (Urbana, IL, October 19-21, 1986).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alphabetizing Skills, Beginning Reading, *Cognitive Development, Kindergarten Children, Phoneme Grapheme Correspondence, Phonics, Primary Education, *Reading Ability, *Reading Readiness, *Spelling Instruction, *Visual Discrimination, Word Recognition
Identifiers—Invented Spelling, *Spelling Growth, Spelling Patterns, Visual Cues

A study examined when young children begin processing phonetic cues for reading. Subjects were kindergartners selected and classified by their ability to read preprimer and primer level words on a 40-word list–prereaders (0-1 words known), novices (1-11 words known), and veterans (11-36 words known). Subjects were given reading practice with words with simplified phonetic spellings and with words that achieved visual distinctiveness although no letters corresponded to sounds. Children were told the spoken word corresponding to each spelling and were given several trials to learn the words, and then administered a posttest. Results indicated that novices and veterans learned to read the phonetic spellings more easily than the visual spellings, while results were the opposite for prereaders. Findings suggest that phonetic cue reading is possible at the outset when children first begin reading words out of context, and that visual cue reading characterizes how prereaders read words. Findings also suggest that learning to spell contributed to beginners' ability to read words, enabling children to process phonetic cues in the words. Since word reading and word spelling skills develop in stages, classroom instruction and practice in invented spelling promote learning to spell and read words. Allowing children to practice what they know about the English orthographic system by inventing spellings of words does not appear to inhibit development but rather to enhance progress in learning to spell and read. (Tables of data and figures are included and references are attached.) (NKA)

ED 287 155 CS 008 946
Spiro, R. J. And Others
Knowledge Acquisition for Application: Cognitive Flexibility and Transfer in Complex Content Domains. Technical Report No. 409.
Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.; National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 87
Contract—400-81-0030; MDA903-86-K-0443
Note—20p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Ability, *Cognitive Processes, *Cognitive Structures, Concept Teaching, *Content Area Reading, Creative Thinking, Elementary Secondary Education, *Information Transfer, Misconceptions, Prior Learning, Reading Comprehension, Reading Research, *Schemata (Cognition), Theory Practice Relationship, Transfer of Training

Noting that successful comprehension, problem solving, and decision making are dependent upon activation and appropriate application of relevant schemata of existing knowledge, this report examines the practice of oversimplifying information in the content areas to make teaching and studying easier, and the dangers inherent in doing so. The report first develops principle contentions concerning well-structured domains of knowledge (WSDs) and ill-structured domains (ISDs). Schema theoretic knowledge representation and the problem of transfer and related research are also examined. The report then examines the practice of overgeneralizing in teaching, focusing on (1) ill-structuredness of some content; (2) the use of case study; (3) the nonlinear and multidimensional arrangement of cases; (4) empirical dimensions for testing the theory (including results of a study of curriculum simplification); (5) suggestions to bring about a science of instructional sequencing, case selection, and case arrangement; (6) the role of visual-perceptual representations and adjunct aids in transfer; and (7) discovery learning in a well-structured domain. Concluding remarks suggest that the learning principles proposed in the report will make ill-structured material easier to teach and understandable for students. (Three pages of references and one page of footnotes are included.) (JC)

ED 287 156 CS 008 947
Smith, DeWayne
Reading. English Language Arts Concept Paper Number 5.
Oregon State Dept. of Education, Salem.
Pub Date—Sep 87
Note—13p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Phonics, *Reading Comprehension, *Reading Instruction, Reading Processes, Reading Research, Reading Skills, Reading Writing Relationship, Teaching Methods, Theory Practice Relationship, *Word Recognition
Identifiers—Semantic Mapping

Noting that both comprehension and decoding are used by effective readers and that both processes should be taught, this concept paper focuses on effective strategies for reading instruction. Following an introduction, the first section focuses on the conclusions drawn about word identification by reading researchers. Subsections include information on structural analysis, context clues, and phonics, and offer a list of recommended word identification activities. The second section, a summary of research on reading comprehension, discusses schema theory, the teacher's role in comprehension theory, and metacognition. Also included is a list of recommended comprehension instruction activities, such as correlating reading and writing, discussing key concepts and vocabulary, using semantic mapping, and providing students with objectives. Finally, the conclusion re-emphasizes the use of strategies for teaching word identification and comprehension to foster increased reading ability and a love of reading. Three pages of references are included. (JC)

ED 287 157 CS 008 948
Greenwald, Judith
Improving Students' Abilities To Read and Think. A Training Manual.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
Pub Date—87
Note—255p.; For the Resource Guide, see ED 281 174; for Booklets A and B, see CS 008 949-950.
Available from—New Jersey State Dept. of Education, Distribution Services, 225 West State Street, Trenton, NJ 08625 ($6.00 prepaid; checks/money orders should be made payable to Treasurer, State of New Jersey).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Elementary Secondary Education, English Teacher Education, *Faculty Development, *Inservice Teacher Education, Instructional Materials, Metacognition, Reader Text Relationship, Reading Improvement, *Reading Instruction, Reading Processes, *Reading Strategies, Reading Teachers, Teacher Improvement, Teaching Guides, Teaching Methods, *Workshops
Identifiers—*Curriculum Leaders

A companion piece to the Resource Guide and the Teaching Strategies Series, Booklets A and B, of "Improving Students' Abilities to Read and Think," this manual is designed to instruct supervisory and training personnel in how to help teachers make the best use of those teaching guides. It describes the role of the curriculum leader and provides training modules. Following an introduction, section 1 provides information on how the curriculum leader helps with reading instruction and with organizing to conduct inservice training. Section 2 contains five training modules, each of which includes a workshop presenter's guide, training materials (including overhead transparency masters), workshop packets, and bibliographies. The modules deal with the following topics: (1) the reading process; (2) questioning techniques; (3) prereading strategies;

(4) reader-text interaction strategies; and (5) a review of materials for effective teaching and reinforcement of the skills. An evaluation form is included. (SKC)

ED 287 158 CS 008 949
Greenwald, Judith
Improving Students' Abilities To Read and Think. Teaching Strategies Series. Booklet A: Prereading Strategies.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
Pub Date—85
Note—87p.; For the Resource Guide, see ED 281 174; for the Training Manual and Booklet B, see CS 008 948 and CS 008 950 respectively.
Available from—New Jersey State Dept. of Education, Distribution Services, 225 West State Street, Trenton, NJ 08625 ($5.25 prepaid; checks/money orders should be made payable to Treasurer, State of New Jersey).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Content Area Reading, English Teacher Education, *Inservice Teacher Education, Instructional Materials, Metacognition, Reader Text Relationship, Reading Improvement, *Reading Instruction, Reading Processes, *Reading Strategies, Reading Teachers, Secondary Education, Teacher Improvement, Teaching Guides, *Teaching Methods
Identifiers—*Prereading Activities, Pre Reading Plan
A companion piece to "Improving Students' Abilities To Read and Think: A Source Guide" and to the training manual of the same title, this guide is designed to help middle, junior, and senior high school personnel responsible for reading instruction learn new strategies for improving student comprehension of text and learn new ways to apply these strategies to content area text. The guide stresses the importance of emphasizing the prereading stage in instruction by encouraging students to rely on their background knowledge and make meaningful predictions about what the author might say. The strategies presented in the guide are organized into the following groups: (1) anticipation guides; (2) the prereading plan (PReP); (3) structured overviews; and (4) story maps. For each strategy, an explanation of the rationale behind the strategy, sample texts, suggestions for teaching the passage, sample questions to ask students, and explanations of how the text is organized are included. References and a feedback form conclude the guide. (SKC)

ED 287 159 CS 008 950
Greenwald, Judith
Improving Students' Abilities To Read and Think. Teaching Strategies Series. Booklet B: Reader-Text Interaction Strategies.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
Pub Date—85
Note—81p.; For the Resource Guide, see ED 281 174; for the Training Manual and Booklet A, see CS 008 948-949.
Available from—New Jersey State Dept. of Education, Distribution Services, 225 West State Street, Trenton, NJ 08625 ($5.25 prepaid; checks/money orders should be made payable to Treasurer, State of New Jersey).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Content Area Reading, English Teacher Education, *Inservice Teacher Education, *Instructional Materials, *Metacognition, *Reader Text Relationship, *Reading Instruction, Reading Processes, Reading Strategies, Reading Teachers, Secondary Education, Teacher Improvement, Teaching Guides, *Teaching Methods
Identifiers—Prereading Activities
A companion piece to "Improving Students' Abilities To Read and Think: A Source Guide" and to the training manual of the same title, this guide is designed to help middle, junior, and senior high school personnel responsible for reading instruction learn new strategies for improving student comprehension of text and learn new ways to apply these strategies to content area text. The guide stresses the importance of emphasizing the prereading stage in instruction, and the importance of applying reader-text interaction strategies–monitoring comprehension, predicting and constructing meaning, and remediating comprehension failures–throughout the reading process. It also notes that the strategies presented should not be taught in isolation unless assessment indicates that students need help with a particular skill (such as inference making). The strategies presented in the guide are organized into the following groups: (1) the ReQuest Procedure; (2) the guided reading procedure; (3) study guides; and (4) summarizing/outlining. For each strategy, explanations of the rationales behind the strategy, sample texts, suggestions for teaching the passage, sample questions to ask students, and explanations of how the text is organized are included. References and a feedback form conclude the guide. (SKC)

ED 287 160 CS 008 951
Alvermann, Donna E. And Others
Using Discussion To Promote Reading Comprehension.
International Reading Association, Newark, Del.
Report No.—ISBN-0-87207-787-X
Pub Date—87
Note—76p.
Available from—International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 787, $4.50 member, $6.75 nonmember).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Activities, *Content Area Reading, *Discussion (Teaching Technique), Middle Schools, *Reading Comprehension, Secondary Education, Teaching Methods
Drawing from observations of discussion in 24 different classrooms, this book will provide preservice and inservice teachers at the middle and school levels with the motivation and knowledge to use discussion to foster student comprehension of content area text assignments. The first chapter examines the distinctions between discussion and recitation, and redefines major issues related to content area discussion in light of recent research and school reform reports. The second chapter establishes a basis for the premise that discussion is important to the development of reading comprehension, illustrating those skills that enrich or refine students' understanding of text. The third chapter uses portions of transcripts from videotaped content class discussions to illustrate how classroom context influences discussion practices. Alternatives to teacher dominated discussions are described, and guidelines are provided for establishing the rights and responsibilities of critical readers. The fourth chapter demonstrates how to plan for classroom discussion of assigned material, describing five aspects of the planning process. The fifth chapter presents discussion strategies that help students master the content, examine more than one side of the issue, and evaluate alternative solutions to a text based problem, while the sixth chapter analyzes one content area teacher's implementation of a preplanned discussion. Finally, the seventh chapter describes two procedures for informally evaluating classroom discussion used to promote reading comprehension. References follow each chapter. (HTH)

ED 287 161 CS 008 954
Chamberlain, Ed
Cost-Benefit Analysis for ECIA Chapter 1 and State DPPF Programs Comparing Groups Receiving Regular Program Instruction and Groups Receiving Computer Assisted Instruction/Computer Management System (CAI/CMS). 1986-87.
Columbus Public Schools, OH. Dept. of Evaluation Services.
Pub Date—Jul 87
Note—12p.; For the previous report, see ED 281 146.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Computer Assisted Instruction, *Computer Managed Instruction, *Cost Effectiveness, Elementary Secondary Education, Grade 4, Grade 5, Intermediate Grades, Programed Instructional Materials, Reading Achievement, *Reading Improvement, *Reading Instruction, Reading Research, Reading Skills, Remedial Reading
Identifiers—Columbus Public Schools OH, Education Consolidation and Improvement Act 1981, Prescription Learning System
A cost benefit study was conducted to determine the effectiveness of a computer assisted instruction/computer management system (CAI/CMS) as an alternative to conventional methods of teaching reading within Chapter 1 and DPPF funded programs of the Columbus (Ohio) Public Schools. The Chapter 1 funded Compensatory Language Experiences and Reading (CLEAR) program, serving elementary and middle schools, included both regular and CAI/CMS groups. A variety of computer instructional systems were used at these levels, the most prevalent being Prescription Learning in grades four and five and Dolphin at the middle school level. The DPPF funded Secondary Developmental Reading (SDR) program at the high school level included a regular group and a CAI/CMS group that used Prescription Learning techniques. Cost analysis base figures included salaries plus benefits for teachers and aides, as well as computer equipment and service contract costs. Comparative analysis between Regular and CAI/CMS units was examined in terms of enrollment, attendance, and achievement. Findings indicated that the per-pupil cost was greater in the CAI/CMS groups than in the regular groups at all three levels. The CAI/CMS groups surpassed the Regular group in achievement at the middle school level and in grades four and five, while a negative change occurred at the high school level. Findings also indicated that CAI/CMS teachers served more pupils per teacher than did regular program teachers, and that CAI/CMS pupils surpassed regular program pupils in attendance at all levels. (Tables of data are included.) (NKA)

ED 287 162 CS 210 643
Golden, Anthony R.
The Effect of Quality and Clarity on the Recall of Photographic Illustrations.
Pub Date—Aug 87
Note—39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advertising, Cognitive Style, Content Analysis, Higher Education, *Illustrations, Individual Differences, Media Research, Nonprint Media, *Photographs, Photography, *Pictorial Stimuli, *Production Techniques, *Recall (Psychology), Visual Aids, *Visual Learning
Identifiers—*Clarity, Quality Indicators
A study examined the effect that the quality and clarity of the photographic image used in advertising have on the recall of photographic content. It was hypothesized that there will be no significant difference between response rates of high and low signal noise ratio (S/N) photographs, and also that there will be no significant difference between the response rates of visual, visual and aural, or aural attenders. Photographs with high S/N would present the subject clearly with little interference from background or other non-message content. Subjects, 204 communications undergraduates at Syracuse University, viewed sets of two photographs of 24 subjects–one each of high, moderate, and low S/N–and were tested 5 days later to determine the recall rate of the photos. The first hypothesis was rejected, while the second was supported. Results revealed a greater recall rate for high S/N photographs, and also indicated that more high S/N photographs were recalled by aural attenders followed by visual and then aural and visual dominant subjects. Findings suggest that the quality and clarity of a photograph have a positive effect on the recall of the content. Findings also suggest that the character and differences of the individuals comprising the intended audience for the photographs are important and that those traits should be identified and considered before designing photographic material. (Extensive tables of data and figures are included, and references are appended.) (NKA)

ED 287 163 CS 210 645
Carter, T. Barton
Some Initial Thoughts on Salinger v. Random House.
Pub Date—Aug 87
Note—24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Authors, Biographies, *Copyrights, *Court Litigation, Freedom of Speech, Government Role, *Intellectual Property, Legal Problems, *Publishing Industry

Identifiers—*Copyright Act 1976, First Amendment, *Salinger v Random House
The legal action brought by author J. D. Salinger against Random House Publishers to prevent certain letters–now the property of various university libraries–from being published in a biography illustrates how the long-standing accommodation between the Copyright Act and the First Amendment can occasionally break down. Although the biographer mostly paraphrased passages of the letters, Salinger has since copyrighted the letters and the court has issued an injunction against their use. In such a case, a problem exists between the writer's right to disseminate information useful to the public and the original "owner" of the information to profit from later publication of the information. Several possibilities for resolving this problem exist. Use of the idea/expression dichotomy or the fair use defense is inadequate because it is difficult to draw the line between idea and expression, and sometimes use of the original expression is necessary; and the fair use analysis inadequately protects free speech interests. A more reasonable approach consists of a limited First Amendment defense for copyright actions and damages determined by the court commensurate with copyright interests. Because it can be tailored to specific case situations it can accommodate the need for more protection for First Amendment values without excessively damaging the copyright interests at stake. (JC)

ED 287 164 CS 210 691
Reese, Stephen D. Davie, William R.
Captioning Effects on Television News Learning.
Pub Date—Aug 87
Note—18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Broadcast Television, *Captions, Comprehension, Higher Education, Mass Media Effects, News Media, *News Reporting, Recall (Psychology), Television Research, *Television Viewing, *Visual Aids, Visual Learning
Identifiers—Audience Response, News Stories, Subtitles (Television), *Television News
Noting that the use of captions in television newscasts has grown from simple labeling of newsmakers to more complicated titling of graphics and enumerating important points in a script, a study examined the extent to which captioning assisted viewers in learning from different types of television news stories. Subjects, 100 undergraduate journalism students, viewed news stories in a quiet classroom. They first viewed a dummy story followed by a brief distractor test meant to purge short-term memory and prevent rehearsal of story information. Subjects then viewed actual news stories of two types, concrete/picture stories and abstract/word stories, in which the caption variable was manipulated. For each news story, subjects identified whether freeze frames they were shown had appeared in the dummy story and answered multiple choice questions (testing both recall and understanding) about the content. The process was repeated until five more stories had been viewed. Results indicated that captions did improve recall for the abstract/word stories, but impeded understanding in the concrete/picture stories. Captions may have impeded understanding of the picture stories by distracting attention from the visuals. On the other hand, because word stories do not lend themselves to reinforcing visualization, cues like captions serve as reinforcements. This implies that news producers would do best to omit captions from stories with strong visual content and use caption graphics to clarify abstract, word oriented stories. (References, notes, and two tables conclude the study.) (SKC)

ED 287 165 CS 210 797
Costanzo, William, Ed. And Others
Report on Film Study in American Schools.
National Council of Teachers of English, Urbana, Ill.
Pub Date—87
Note—23p.; Prepared by the NCTE Committee on Film Study in the English Language Arts.
Pub Type— Reports - Evaluative (142) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Curriculum Enrichment, Curriculum Research, Educational Trends, Elementary Secondary Education, English Curriculum, Films, *Film Study, Futures (of Society), Higher Education, Instructional Films, Interdisciplinary Approach, *Language Arts, Mass Media, Mass Media Effects, Media Research, Teaching Methods, Technological Advancement, *Visual Literacy, Writing (Composition)
Identifiers—Film History, Film Viewing
This document highlights the findings of a committee formed by The National Council of Teachers of English (NCTE) to assess the status of film at all levels in American education. The introduction by the editor, William Costanzo, stresses that film is best understood in relation to the language arts–not as a "visual aid" but as an integral part of the environment in which students learn to read, write, listen, speak, and otherwise make meaning of their lives. Dale T. Adams, in an essay entitled "An Historical Perspective," presents a survey of the shifting tides of film study in relation to other currents in American education. In "Film Education Research: A Summary," Joan D. Lynch takes a broad look at who is teaching film, including background information, motives, methods, and attitudes, while Jonathan H. Lovell provides a closer look in his essay "Where We Stand," describing in detail three exemplary instructional film programs, at the elementary, secondary, and college levels. Finally, Brian Gallagher's essay entitled "Film Study in the English Language Arts: Technology and the Future of Pedagogy," considers how new changes in technology are likely to influence the course of film study in the near future. (References are attached.) (NKA)

ED 287 166 CS 210 814
English Language Arts Curriculum Guide, Grades K-6. Bulletin 1588. Revised.
Louisiana State Dept. of Education, Baton Rouge.
Pub Date—86
Note—317p.; For the Grades 7-12 guide, see CS 210 815; for the previous edition, see ED 207 066.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Class Activities, *Course Content, Curriculum Design, *Educational Objectives, Elementary Education, Integrated Curriculum, *Language Arts, Reading Instruction, Reading Writing Relationship, *Skill Development, State Curriculum Guides, Teaching Guides, Vocabulary Development, Writing Instruction
Identifiers—Domain Specifications, Louisiana
Representing a team effort that included education professionals and community members throughout the state of Louisiana, this curriculum guide updates a previous edition that outlines the language arts skills, levels of instruction, and suggested classroom activities for instruction from kindergarten through grade six. Following a brief philosophical rationale stressing the interrelatedness of the language arts and an explanation of how to use the guide, the first section lists the grade-level standards embedded in the curriculum. The major section of the guide presents instructional activities organized by domain (broad divisions of course content representing traditional areas of the language arts curriculum), as follows: (1) reading and writing readiness skills; (2) word attack skills; (3) vocabulary; (4) comprehension; (5) composition skills; (6) writing mechanics; (7) language structure and usage; and (8) study skills. The guide concludes with a section of practical reminders for effective classroom presentation, a comprehensive bibliography, and a succinct index to curriculum and standards information. (NKA)

ED 287 167 CS 210 815
English Language Arts Curriculum Guide, Grades 7-12. Bulletin 1795. Revised.
Louisiana State Dept. of Education, Baton Rouge.
Pub Date—86
Note—300p.; For the Grades K-6 guide, see CS 210 814.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Class Activities, *Course Content, Curriculum Design, *Educational Objectives, Integrated Curriculum, *Language Arts, Reading Instruction, Reading Writing Relationship, Research Papers (Students), Secondary Education, *Skill Development, State Curriculum Guides, Teaching Guides, Vocabulary Development, Writing Evaluation, Writing Instruction
Identifiers—Domain Specifications, Louisiana
An extension of the revised K-6 curriculum guide for the state of Louisiana, this curriculum guide for grades 7-12 updates a previous edition that outlines the language arts skills, levels of instruction, and suggested classroom activities for secondary school students. Following a brief philosophical rationale stressing the interrelatedness of the language arts and an explanation of how to use the guide, the first section lists the grade-level standards embedded in the curriculum. The major section of the guide presents instructional activities organized by domain (broad divisions of course content representing traditional areas of the language arts curriculum) as follows: (1) reading and writing readiness skills; (2) word attack skills; (3) vocabulary; (4) comprehension; (5) composition skills; (6) writing mechanics; (7) language structure and usage; and (8) study skills. Supplementary sections of the guide offer suggestions for teaching composition (bibliography included), a unit on writing a research paper with practical step-by-step suggestions on how to proceed, recommendations for evaluating students' writing that includes information on holistic evaluation and peer editing, and a comprehensive bibliography. The paper concludes with a succinct index to curriculum and standards information. (NKA)

ED 287 168 CS 210 826
Kang, Jong Geun
Newspaper Front Page Coverage of "the Korean Airliner Boeing 747 Massacre" in Six Newspapers.
Pub Date—May 87
Note—25p.; Paper presented at the Annual Meeting of the Eastern Communication Association (78th, Syracuse, NY, May 18-21, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bias, Comparative Analysis, Content Analysis, *International Relations, *Language Styles, Mass Media Effects, Media Research, *Newspapers, *News Reporting
Identifiers—Cold War, Foreign News Media, *KAL 007, *News Bias, News Stories, News Topics, Rhetorical Stance, United States, USSR
A study investigated three United States and three foreign newspapers to determine the direction or bias of coverage of the 1983 Korean Airline (KAL) incident and any differences in coverage. It was hypothesized (1) that the amount of space allotted to the story in U. S. newspapers would be greater than that in foreign newspapers; (2) that there would be no significant differences in the direction of the news stories among the six newspapers; and (3) that the percentage of news stories containing harsh descriptions of Soviet actions would be significantly greater than the percentage of stories reporting only the general facts of the incident. The newspapers that met the criteria established for selection (related to size, frequency of publication –and for the foreign papers–geographic location) were "The New York Times," "The Washington Post," "The Chicago Tribune," "The Times" (London), "The Arab News," and "The Korea Herald." One hundred ninety-two news stories that reported the KAL story between September 2 and 11, 1983, were content analyzed and coded. Hypothesis one was not supported. The six newspapers selected gave their readers a total of 6,218 square inches of KAL news, of which 39.1% represented U. S. publications. Hypothesis two was supported–there were no significant differences among the six newspapers in the direction of news stories. Hypothesis three was also supported. News stories containing harsh descriptions of the Soviet action were more prevalent than stories reporting only the general facts of the incident. (Tables of data are included, and notes are attached.) (NKA)

ED 287 169 CS 210 828
Britton, James
Writing and Reading in the Classroom. Technical Report No. 8.
Center for the Study of Writing, Berkeley, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—CSW-TR-8
Pub Date—Aug 87
Note—29p.
Available from—Center for the Study of Writing, School of Education, University of California, Berkeley, CA 92720 ($3.00, plus sales tax for California residents; make check payable to Regents of U.C.).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, Classroom Envi-

ronment, Elementary Secondary Education, *Integrated Curriculum, Letters (Correspondence), Reading Instruction, *Reading Writing Relationship, Student Attitudes, Student Writing Models, *Teacher Role, *Teacher Student Relationship, Teaching Methods, Theory Practice Relationship, Writing for Publication, Writing Improvement, *Writing Instruction, Writing Research, Writing Skills

Identifiers—Dialogue Journals, Student Journals, Writing to Learn

Noting that reading and writing should be interactive in the same way that listening and learning to speak are interactive, this report describes several teaching methods designed to integrate the teaching of reading and writing on elementary and secondary levels. The first section examines the use of dialogue journals in a third and fourth grade classroom, and argues that better writing and reading instruction occurs when student and teacher come to know one another through the journals. Subsections discuss (1) building a classroom environment that fosters reading and writing; (2) collaborative learning to produce a book written by students; (3) letter writing as an assignment for basic writers; (4) an assignment to create a tourist guide of San Francisco for teenagers; and (5) workshops to help students understand what writers do. The second section outlines features of effective classroom practices, such as verbal stimuli and flexibility to allow group or individual work. This section also examines the administrator role in such writing programs. The third section examines literature pertinent to the reading writing relationship, while the final section suggests ways in which teachers can bring about positive change in the way reading and writing are taught. (Three pages of references are included.) (JC)

ED 287 170 CS 210 829

Dyson, Anne Haas

Individual Differences in Beginning Composing: An Orchestral Vision of Learning To Write. Technical Report No. 9.

Center for the Study of Writing, Berkeley, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CSW-TR-9

Pub Date—Aug 87

Note—31p.

Available from—Center for the Study of Writing, School of Education, University of California, Berkeley, CA 92720 ($3.00, plus sales tax for California residents; make check payable to Regents of U.C.).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, Childhood Attitudes, Childhood Interests, Cognitive Style, Creative Writing, Elementary Education, Freehand Drawing, Teaching Methods, Time on Task, *Writing Instruction, *Writing Processes, Writing Research, Young Children

Identifiers—Story Telling by Children, Story Writing, Student Journals, Writing Attitudes

A participant observation study of a primary grade classroom, in which three first grade students were selected as case study subjects, illustrates the range of workstyles of beginning writers. Primary grade teachers are often concerned that their students are not producing writing comparable with their capabilities, but educators' conceptions of what very young writers should be doing are too narrow, not accounting for children's varied workstyles. The three subjects, a mixed Black/Anglo boy, a Hispanic boy, and a White girl were observed as they wrote and drew pictures in their journals over a year. The first boy relied heavily upon social contact as he drew, "talking" his stories as he drew and then writing about what he had drawn. He worked at a moderate pace and learned to spell a number of frequently repeated words. The second boy, interested in writing "adventure stories," spent much more time producing careful pictures and longer stories that made more narrative sense than the first child's work. The girl produced more stories and pictures than either boy, was careful and neat in her work, but the stories lacked variety, always centering on friends and family. While teachers do need to assess students' workstyles and what they produce, such variety in workstyles suggests that teachers must also be flexible to meet the needs of their students. (Three pages of references are included.) (JC)

ED 287 171 CS 210 831

Freedman, Sarah Warshauer

Peer Response Groups in Two Ninth-Grade Classrooms. Technical Report No. 12.

Center for the Study of Writing, Berkeley, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CSW-TR-12

Pub Date—Oct 87

Note—33p.

Available from—Center for the Study of Writing, School of Education, University of California, Berkeley CA 92720 ($3.00, plus sales tax for California residents; make check payable to Regents of U.C.).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Class Activities, Classroom Observation Techniques, Classroom Research, Ethnography, Grade 9, *Group Discussion, Group Dynamics, Interaction Process Analysis, Junior High Schools, Naturalistic Observation, *Peer Evaluation, *Peer Groups, Student Behavior, Teacher Behavior, Teacher Role, Teacher Student Relationship, Teaching Methods, *Writing Evaluation, *Writing Instruction, Writing Processes, Writing Research

Identifiers—*Collaborative Learning, *Peer Group Learning Units

A study examined peer response groups in two ninth grade English classes. The study specifically investigated research considerations including: (1) the teachers' use of response groups; (2) the kinds of response the students give themselves in response groups; and (3) the connection between student response and the teachers' directions to the groups. Subjects, 60 students in two schools in the San Francisco area, were observed for 17 weeks. Data collection consisted of daily videotaping and audiotaping of whole class discussions and of peer response groups, ethnographic note taking, and collection of all writing materials prepared by teachers and students. Results indicated that peer response groups can help students respond to their own work. When talk about content was initiated, members of the groups encouraged and questioned one another and demonstrated ownership of their writing. However, the students avoided talk that involved evaluation of another student's writing and never played the role of teacher. The students rarely discussed real writing problems and resisted the teacher-directed response on dittoed response sheets. Findings suggest that groups will work differently in different classrooms and with different ages and types of students. In one classroom, peers responded to one another's writing in order to develop evaluative skills, while in the other classroom, the response group functions so that students can collaborate around the discovery of one element of the writing craft, which is then discussed in whole class discussions. (Tables of data are included, and notes and references are attached.) (NKA)

ED 287 172 CS 210 832

Flower, Linda

Interpretive Acts: Cognition and the Construction of Discourse. Occasional Paper No. 1.

Center for the Study of Writing, Pittsburgh, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—CSW-OP-1

Pub Date—Sep 87

Note—22p.

Available from—Center for the Study of Writing, School of Education, University of California, Berkeley, CA 92720 ($3.00, plus sales tax for California residents; make check payable to Regents of U.C.).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, *Discourse Analysis, Metacognition, Problem Solving, *Protocol Analysis, Reader Response, *Reading Processes, *Reading Writing Relationship, Writing Processes, Writing Research, Written Language

Identifiers—Author Text Relationship

Noting that the new literary and rhetorical theories are concerned with revealing the constructive nature of productive and interpretive processes, this paper examines the cognitive processes in reading and writing which make them constructive and intentional acts, and how reader and writer "negotiate" meaning in light of context, reader goals, and knowledge of the author's intention. The first part of the paper presents the idea of negotiated meaning and diagrams the relationship between reader and writer and outside forces in such a discourse construction, going on to note some of the implications of seeing reading and writing as acts of cognition. The first subsection discusses cognition and discourse knowledge, while the second subsection examines forces that govern a reader's response. The third subsection discusses goals of the reader, including deriving a suitable paraphrase from a written work, coming away with a meaningful reading, and looking for a meaning which fits with the author's intention. A final subsection on readers' goals and texts concludes the first part of the paper. The second part of the paper analyzes the protocols of two readers as they verbalize while reading an article and "negotiate" the meaning of what they read. Twenty-two references are included. (JC)

ED 287 173 CS 210 834

Watson, Dorothy J., Ed.

Ideas and Insights: Language Arts in the Elementary School.

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-2259-0

Pub Date—87

Note—246p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 22590-222, $11.95 member, $14.95 nonmember).

Pub Type— Books (010) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Class Activities, *Content Area Reading, *Content Area Writing, Elementary Education, English Curriculum, Family School Relationship, Integrated Activities, Language Acquisition, *Language Arts, Language Usage, Listening Skills, Literature Appreciation, Newspapers, Reading Assignments, *Reading Instruction, Reading Skills, Reading Writing Relationship, Teaching Methods, Writing Exercises, *Writing Instruction, Writing Skills

Identifiers—Audience Awareness, Collaborative Learning, *Whole Language Approach, Writing Contests, Writing Topics

Intended to provide elementary school language arts teachers with new and interesting teaching activities, this book contains over 100 teacher-tested classroom activities that are based on the whole language approach to learning. Chapters discuss the following: (1) a world of language in use; (2) literature points the way (including themes and organization, literature and experience, and extended literature); (3) making sense by reading (including predictions and expectations, reading awareness and control, invitations to read, and music, drama, and reading); (4) writing for self-expression; (5) learning to write by writing; (6) writing for an audience (including developing a sense of audience, and messages, notes, and letters); (7) reading, writing, listening, and speaking across the curriculum (including language arts across the curriculum, and reading and writing newspapers); (8) kids helping other kids: the collaborative effort (including cooperative learning, and games and holiday activities); (9) home is where the start is; and (10) valuing and evaluating learners and their language. The 15-page bibliography contains sections on read-aloud books, wordless books, extending literature and reading leading to writing, predictable language, predictable life experience books for upper elementary children, sing-along books, children's magazines, and publishers of children's writing. A list of teaching activities in the book is included. (SKC)

ED 287 174 CS 210 835

Clatanoff, Doris A.

Teaching Shakespeare in the Elementary Grades.

Pub Date—Feb 87

Note—20p.; Paper presented at the Annual Meeting of the Texas Joint Council of Teachers of English (22nd, Corpus Christi, TX, February 5-7, 1987).

Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Childhood Interests, Children, Childrens Literature, Class Activities, *Drama, Elementary Education, *Integrated Activities, *Literature Appreciation, Reading Aloud to Others, Reading Interests, *Teaching Methods, Theory Practice Relationship

Identifiers—*Shakespeare (William)

Often regarding the "great books" as too difficult for elementary school age children to comprehend, teachers have given students reading assignments

that are less than challenging and have risked causing them to dislike reading because it is relatively uninteresting. However, it is possible to expose very young children to works such as William Shakespeare's plays and poems because of the universal elements contained in the stories, and the fascination children have for his supernatural characters. Children can understand the struggle between parents and children in "King Lear" and come to love the fairies and sprites in "The Tempest" or "A Midsummer Night's Dream." The plots of the plays can be offered in a simplified manner using Miles' "Favorite Tales from Shakespeare," and Lamb's "Tales from Shakespeare." In addition, teachers can use several classroom activities that combine history, geography, physical education, and health education by telling them Shakespeare's personal history and explaining that America was being colonized at approximately the same time. Children can also look at a map and locate London and Stratford-upon-Avon, play some of the games or sing some of the songs mentioned in the plays, or try some of the foods from Shakespeare's day. It is likely that such early exposure to Shakespeare's work will make studying Shakespeare in the higher grades much easier. (An annotated bibliography of children's books, a selected bibliography for teachers, and lists of films, periodicals, and activities are included.) (JC)

ED 287 175 CS 210 837
Atkinson, Dianne Murray, Mary
Improving Interrater Reliability.
Pub Date—20 Mar 87
Note—17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Evaluation Methods, *Holistic Evaluation, *Interrater Reliability, *Measurement Techniques, Research Methodology, *Statistical Analysis, Writing (Composition), *Writing Evaluation
Noting that improvement in rater reliability means eliminating differences among raters, this paper discusses ways to assess writing evaluator reliability and methods for achieving higher levels of interrater reliability. After showing that reliability can be improved two ways–by increasing the number of raters or measurements made, and by increasing the systematic variance among essays relative to error variance–the paper cites common problems in reporting and assessing reliability. The paper then recommends that researchers (1) use an "analysis of variance" approach in assessing reliability; (2) indicate the number of independent observations; (3) use a two-way analysis of variance if more than one dimension is rated; (4) use "repeated measures" analysis of variance if rating more than one sample per student; and (5) use an "intraclass correlation coefficient" such as coefficient alpha in reports of research, or the "Pearson r" when two raters rate one dimension of the sample. Finally, the paper describes methods to increase interrater reliability such as controlling the range and quality of sample papers, specifying the scoring task through clearly defined objective categories, choosing raters familiar with the constructs to be identified, and training the raters in systematic practice sessions. (Formulas for calculating reliability and training procedures for raters are included.) (JG)

ED 287 176 CS 210 838
Gillespie, Tim
Writing. English Language Arts Concept Paper Number 4.
Oregon State Dept. of Education, Salem.
Pub Date—Aug 87
Note—17p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Prewriting, *Process Education, Revision (Written Composition), Teaching Methods, Theory Practice Relationship, Writing Difficulties, Writing for Publication, Writing Improvement, *Writing Instruction, *Writing Processes, Writing Research
Noting the powerful influence of writing skills on thinking skills, reading comprehension, and knowledge retention, this concept paper examines writing as it is used in the classroom, focusing specifically on the writing process. Following a rationale for teaching writing is a summary of related research that highlights practice as the most important element of becoming a better writer. The third section offers the writing process as a successful instructional approach and outlines some essential writing process concepts. The paper then discusses each step of the writing process: (1) prewriting (including issues involved in prewriting and the forms prewriting can take); (2) drafting; (3) revising; (4) editing and proofreading; and (5) publication (including teacher evaluation and school publications for fellow classmates). A conclusion discusses the role of the teacher in successful writing instruction. A bibliography is included. (JC)

ED 287 177 CS 210 839
Shinkle, Carl R.
Grammar. English Language Arts Concept Paper Number 6.
Oregon State Dept. of Education, Salem.
Pub Date—Sep 87
Note—13p.
Pub Type— Reports - Research (143) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *English Curriculum, *English Instruction, Form Classes (Languages), Integrated Curriculum, Language Arts, Language Research, Sentence Diagraming, Sentence Structure, Teaching Methods, *Traditional Grammar, Writing Instruction
Identifiers—Grammatical Terminology
Noting that issues surrounding grammar instruction are a source of controversy within the English language arts curriculum, this concept paper examines the usefulness of formal instruction in naming parts of speech, diagramming sentences, naming types of phrases and clauses, and naming sentence types. Following an introduction that defines grammar, the paper summarizes research on grammar instruction, noting that it is best taught in conjunction with actual student writing. This section also touches on the abstract nature of grammar, the usefulness of knowing some grammatical rules, and on nonstandard dialects. The paper then discusses the implications for instruction, including the role of grammar instruction and effective alternatives to isolated grammar drills. The paper concludes by noting that grammar instruction should not be as widespread as it is, should not be seen as a cure for writing problems, and should not be a substitute for writing instruction. A bibliography concludes the document. (SKC)

ED 287 178 CS 505 664
Cole, Lorraine
Minority Brain Drain in Human Communication Sciences and Disorders.
Pub Date—87
Note—15p.
Pub Type— Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Admission (School), Asian Americans, Blacks, College Students, *Declining Enrollment, Enrollment Influences, *Enrollment Trends, Higher Education, Hispanic Americans, *Minority Groups, Professional Associations, Role Models, Speech Communication, Speech Pathology, *Speech Therapy, Student Financial Aid, Student Motivation, *Student Recruitment
Identifiers—*American Speech Language Hearing Association, *Brain Drain
In the last decade there has been a noticeable decrease in the number of minorities recruited and retained in graduate professional education programs for human communication sciences and disorders and in the number of minority members of the American Speech-Language-Hearing Association (ASHA). A number of causes have contributed to the decline, including (1) financial constraints in the form of limited student loans, new tax laws affecting student aid and tuition increases; (2) visibility of the profession; (3) certification and licensure requirements, such as the National Examination in Speech-Language Pathology or Audiology; (4) discrimination against nonnative speakers of English; and (5) lack of minority role models in the field. However, ASHA has taken steps to increase minority recruitment and retention, including conducting studies and publishing reports on minority enrollment, developing booklets, establishing an endowment fund for minority students, and developing recruiting posters and brochures. It is hoped that these efforts and others will slow the current minority brain drain. (Several tables and 11 references are included.) (JC)

ED 287 179 CS 505 708
Murnion, William E.
Formality and Informality in Reasoning.
Pub Date—Apr 87
Note—18p.; Paper presented at the Meeting of the Conference on Critical Thinking (Newport News, VA, April 9-12, 1987).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Abstract Reasoning, Cognitive Processes, *Critical Thinking, Inferences, *Intuition, *Logic, *Logical Thinking, Persuasive Discourse
Identifiers—*Dialectical Reasoning, Dialectical Thought, Justification (Logic)
Advocates and teachers of critical thinking tend to deny that intuition and justification are logical, even though they assume that both processes are rational. However, it can be demonstrated that the relation between intuition and inference, between justification and explanation, is dialectical and complementary, so that there is no mystery as to (1) how informal reasoning supplies the content of the knowledge articulated in formal reasoning or (2) how formal reasoning explicates the form of the knowledge acquired in informal reasoning. Although inference and insight are contraries in the strong sense, in a weaker sense inference can include the kind of informal inference implicit in a rational assertion, which makes intuition and inference not only compatible but complementary. In addition, formal inference can be used to make the structure of informal inference explicit, thereby creating further compatibility between informal inference and formal reasoning. Still, discovering a solution to a problem also requires the alternation between justification and explanation of theory; thus inference must be interpreted informally as a dialectic between justification and explanation in the process of achieving equilibrium in the assessment of an argument. (Examples of formal argumentation supporting the claims of this paper are included.) (SKC)

ED 287 180 CS 505 709
Smith, William E.
Privacy and the Private Eye in Space.
Pub Date—May 87
Note—29p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Civil Rights, Constitutional Law, *Court Litigation, Ethics, *News Media, Photography, *Privacy, *Satellites (Aerospace), Technological Advancement, Telecommunications, Torts
Identifiers—*Fourth Amendment
Land remote-sensing satellites are developing as a commercial communications technology after years under a government monopoly. The shift to the private sector and improving quality of the pictures produced have given rise to increased concerns about the potential for violations of privacy rights. Although satellites can currently photograph only fairly large objects, improvements in satellite technology invite claims based on unreasonable searches by the government, tort privacy law, and tort trade secrets law. Two separate cases, brought by the Dow Chemical Company and by a California marijuana grower, in which the courts decided that the photographs produced by satellites were not injurious to the defendants, have strengthened the arguments of the government to use remote-sensing satellites despite Fourth Amendment challenges. Moreover, it appears that most news media use of satellite images would resist privacy claims in the United States if the freedom were practiced with some restraint. Cases concerning the use of aerial photographs for the purpose of obtaining and releasing trade secrets may be protected as well, although such decisions are less certain due to the outcome of the "E.I. duPont deNemours & Company versus Christopher" case. Privacy laws at present pose few obstacles to the use of satellite images, but several cases offer warning that a more restrictive environment could emerge if satellite use were to become generally perceived as invasive of basic privacy rights. (Footnotes are provided.) (JC)

ED 287 181 CS 505 730

Krendl, Kathy A. Lasky, Kathryn
The Effects of Television: Views from the Next Generation.
Pub Date—Nov 87
Note—30p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Broadcast Television, Communication Research, Elementary Secondary Education, Evaluation Criteria, Futures (of Society), Mass Media, *Mass Media Effects, *Student Attitudes, Television Research, *Television Viewing
Identifiers—*Audience Response, *Television Role
Research on audience response to television suggests that viewers are actively involved, apply identifiable and consistent evaluative criteria, and have distinct ideas about the role of the medium in their lives. In light of this research, a study focused on 264 randomly selected sixth through tenth grade students in a Tennessee school system to determine the influence of television on their lives. The subjects wrote essays in their English classes describing what they felt to be the influence of television on them, their family, or American society. Essays were coded for both the number and type of influence cited by each student. Results indicated little evidence of clear-cut positive or negative interpretations of the medium's influences. Students identified a wide variety of both positive and negative effects. At least 90% of the subjects had something positive to say about television, and its entertainment value and usefulness as an information source were frequently cited. Only 62% of the sample identified at least one negative influence of television, and the most frequent criticism was that exposure to television sex, drugs, and violence might negatively affect impressionable viewers' behavior. Multivariate analyses indicated that both IQ and grade level were significantly related to mentions of positive and negative influences of television, with older and brighter students tending to be more negative and cynical about television's effects. (SKC)

ED 287 182 CS 505 731
Heath, M. R. Bekker, S. J.
Identification of Opinion Leaders in Public Affairs, Educational Matters and Family Planning in the Township of Atteridgeville. Research Finding Comm N-142.
Human Sciences Research Council, Pretoria (South Africa).
Report No.—ISBN-0-7969-0488-X
Pub Date—86
Note—144p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Black Attitudes, *Black Leadership, Blacks, Citizen Participation, Communication Research, *Community Leaders, Educational Attitudes, Family Planning, Foreign Countries, Interpersonal Communication, *Interpersonal Relationship, *Mass Media Effects, Media Research, Profiles, *Public Opinion, Racial Relations, Social Environment
Identifiers—Media Exposure, *Media Use, *Opinion Leaders, Opinion Polls, South Africa
A study examined opinion leadership among blacks in Atteridgeville, South Africa. Specifically the study sought to identify potential opinion leaders, opinion seekers and opinion avoiders with respect to public affairs, educational and family planning matters in Atteridgeville township, and to construct a profile of such opinion leaders. Subjects, randomly chosen individuals representing 450 black households, responded to a questionnaire on mass media use and interpersonal communication behavior. Results indicated that opinion leaders in Atteridgeville public affairs are probably more exposed to the mass media than are nonleaders, particularly opinion avoiders. Results also indicated that opinion leaders participated more in interpersonal communication than did avoiders or inactives–leaders were more aware of their role and status than the nonleaders. Analyses also indicated that opinion leadership in public affairs was not associated with age, sex, or high socioeconomic status. Opinion leaders in educational matters mirror leaders in public affairs, except that leadership is a function of age, as well as of being better qualified educationally than nonleaders. In the case of family planning matters, results again reflect those of the previous categories, with the exception that males tend to be opinion avoiders. Findings suggest that all opinion leaders spent more time reading newspapers and watching television than did nonleaders and were positively related to white change agent contact. (Fifty-three tables of data and 23 figures are included, and references and a sample questionnaire are appended.) (NKA)

ED 287 183 CS 505 732
Trank, Douglas M. Shepherd, Gregory J.
Textbook Selection Criteria for a Multi-Section Basic Course Taught Exclusively by Graduate Teaching Assistants.
Pub Date—Nov 87
Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Conflict of Interest, Evaluation Methods, Faculty Publishing, Higher Education, *Speech Communication, *Speech Instruction, Teacher Administrator Relationship, Textbook Evaluation, *Textbook Selection
Over one million students are enrolled in basic college speech courses each year, providing big business for publishers and authors of speech texts and an opportunity for abuse by faculty who have authored a text or who want to curry favor with a department head who has authored a text. Most multisection basic course programs taught by graduate teaching assistants use textbooks written by the department chairperson, course director or some other significant member of the faculty. A 1980 survey by D. Ochs showed that chairpersons or course directors frequently select course textbooks without consulting faculty and that textbook selection by committees of junior faculty and graduate students is rare. Most courses require a single textbook, that textbook is often selected by a single person, and most institutions have no stated policy regarding the use of faculty authored textbooks. To counteract some of these ethical and procedural weaknesses, a textbook selection committee should: (1) represent a balance of gender, instructor rank, and philosophical orientation; (2) agree on the objectives of the course, and then on criteria for considering, evaluating and choosing textbooks; (3) ensure that most of the potentially appropriate textbooks are considered by reading reviews, looking at national surveys of textbook use, and actively searching for relevant textbooks; (4) adopt a list of textbooks with varied approaches to meeting the stated course objectives, from which instructors can choose the text for their own section. (Seven references are included.) (JG)

ED 287 184 CS 505 736
Cashion, Joan L. DiMare, Lesley A.
Integrating Feminist Theory into the Communication Curriculum: A Focus on Critical Thinking.
Pub Date—Nov 87
Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Style, Controversial Issues (Course Content), *Critical Thinking, Cultural Context, Emotional Response, Females, *Feminism, *Interpersonal Communication, Males, Research Needs, *Sex Differences, Sex Stereotypes, Speech Curriculum, Theories, Western Civilization
Identifiers—Communication Behavior, *Communication Styles, *Feminist Criticism
Since an individual's ability to think critically most often manifests itself orally, research on sex differences should not overlook interpersonal communication styles and patterns in relation to the critical thought process. Any such examination should (1) define critical reasoning as it exists within Western society; (2) examine perceptions of men's and women's abilities to "think" and communicate critically; (3) discuss the ramifications of such perceptions; and (4) suggest ways feminist theory can be integrated into the critical thinking curriculum. Critical thinking has been defined as reasonable reflective thinking focused on deciding what to believe or do. Western society often identifies emotion as an obstacle to effective critical thinking–and women are stereotyped as behaving more emotionally than men. The first step in a feminist reinterpretation of the critical reasoning mode must be to debunk the myth that women, considered "emotional, non-rational" individuals, are inherently less able than men to think critically. Rather, women have been socialized not to think at all, and even in today's "post-feminist" society, conflicting messages create schizophrenic options for women. A reevaluation of the critical reasoning mode would restore emotion to its rightful place in the critical thinking model, and an even more progressive approach would consider varied models of critical thinking, not necessarily based on Western culture. (References are attached.) (NKA)

ED 287 185 CS 505 737
Grice, George L.
Instructional Strategies for the Development of Thinking Skills.
Pub Date—7 Nov 87
Note—17p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Ability, *Critical Thinking, Curriculum Enrichment, Educational Objectives, *Educational Philosophy, Educational Strategies, Elementary Secondary Education, Evaluative Thinking, Higher Education, Learning Processes, Logical Thinking, Metacognition, Problem Solving, Student Attitudes, *Teacher Role, Theory Practice Relationship
Identifiers—*Thinking Skills
Evidence suggests that instruction in thinking skills is neither widespread nor successful. Most students do not score well on tests that measure their ability to recognize assumptions, evaluate arguments, or appraise inferences. However, a number of educators believe that it is possible to teach thinking skills, and have suggested that the teaching of thinking skills may take two forms: the pervasive approach or the subject approach. Those who advocate the pervasive model contend that thinking skills should be taught in all subject areas, and that content and intellectual processes are mutually reinforcing. Others believe that thinking is best taught as a distinct subject, and have adopted such approaches as Edward de Bono's CoRT Thinking Program to develop such a subject area. Although teaching thinking as a discrete subject may remove it from daily, widespread exposure, de Bono argues that thinking will not receive enough focused attention, and generalizable, transferable skills will not be acquired if it is taught across the curriculum. Other researchers of thinking skills emphasize questioning techniques, such as varying levels of questions, waiting for student responses, asking how students arrived at their answer, and stressing comprehension. All agree that such skills are attainable if there is collective, institution-wide commitment to do so. (Four pages of notes are included.) (JC)

ED 287 186 CS 505 744
Messaris, Paul
The Role of Visual "Literacy" in Film Communication.
Pub Date—6 Nov 87
Note—17p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Ability, *Editing, *Film Study, Imagery, Nonverbal Communication, Perceptual Development, Photography, Special Effects, Visual Arts, Visual Learning, *Visual Literacy
Identifiers—Audience Response, Camera Angles, Film Theory, Visual Cues
The term "visual literacy" generally refers to the interpretation of the formal structure of film or television and carries with it the notion that the interpreter has knowledge of the use of camera angles, lighting, flashbacks, and so forth. However, many visual conventions encountered in movies or television may be interpreted even by a "naive" viewer with no previous experience in media conventions with the use of general cognitive skills. For example, when seeing a character filmed from a low camera angle, even naive viewers can understand that the character is meant to appear powerful because viewers are accustomed to looking up to powerful people. Similarly, viewers' cognitive skills let them interpret subjective and objective shots as the camera switches from a character's point of view to a view of the scene itself. Finally, viewers are sensitive to contextual cues in nonverbal communication, so that when shots of a character's face are intercut with shots of an object of interest or a listener's face, viewers can perceive nuances of meaning by the juxtaposed images. Both "reality" and

exposure to film or television are potential avenues to the interpretation of visual cues, and both sources of interpretational competence conceivably work together, interacting in a complex fashion to help viewers understand what they see. (Twelve references are included.) (JC)

ED 287 187 CS 505 759
Littlefield, Robert S.
Student Predictions of Judge Bias: Illusion or Reality?
Pub Date—5 Nov 87
Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Research, *Competition, *Judges, *Oral Interpretation, *Performance Factors, Persuasive Discourse, Self Evaluation (Individuals), Speech Communication, *Student Attitudes, Student Evaluation, Verbal Communication
Identifiers—American Forensic Association, *Individual Events (Forensics), National Forensic Association
This study was designed to determine forensics students' ability to predict accurately how judges they knew from previous tournaments would rank them in rounds of competitive individual events. The study examined the following hypotheses: (1) contestants can predict how they will do in rounds of competition; and (2) contestants in prepared oral interpretation or public speaking events are more likely to predict successfully their ranking than are contestants in limited preparation events. Fifty-seven contestants of the American Forensic Association's National Individual Events Tournament, all of whom were familiar with a tournament judge, predicted their rank from that judge in a given section of the tournament. After matching their predictions with the actual rankings received from the judges, a t-test analysis generally indicated a significant difference between prediction and actual rankings, with contestants tending to predict higher rankings than they actually received. Neither hypothesis was supported by the data: students were not good predictors of their rankings, and contestants in prepared events were not better predictors than those in limited preparation events. Moreover, knowing a judge did not help the contestants' ability to predict their ranking. Since one justification for eliminating the low rank and low rating at national forensic tournaments rests on the premise that students can predict when they will receive a low ranking from a judge they know (contributing to psychological distress), this study suggests that the procedure is unnecessary. (JG)

EA

ED 287 188 EA 019 526
Kronjee, Gerrit J.
Core Curriculum and Educational Facilities in Modern Society.
Pub Date—Nov 86
Note—22p.; Paper presented at Edusystems 2000, International Congress on Educational Facilities, Values, and Contents (Jerusalem, Israel, November 16-21, 1986). The appended diagram contains small print.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Core Curriculum, *Educational Change, Educational Facilities, Educational Objectives, *Facility Requirements, Foreign Countries, Secondary Education, *Secondary School Curriculum
Identifiers—*Netherlands
In 1986 the Dutch government adopted a common core curriculum that would apply to the first 3 years of secondary education. This paper discusses why such a curriculum is necessary, both for improving the individual chances of pupils in the labor market and for society as a whole, and cites the following basic skills as the kernel of the curriculum: (1) language skills; (2) knowledge of one's own history and culture and of other cultures; (3) logical-mathematical knowledge and skills; (4) knowledge of nature and technology; (5) preparation for and orientation toward work; and (6) expressive skills. The proposed subjects of the common core curriculum are listed along with the total number of lessons that should be required over the 3 years. In each subject, the goal is to give balanced attention to the analytical and theoretical elements; the skills to apply the knowledge in a practical way; and knowledge about the social and cultural aspects of the subject. The decreasing numbers of pupils and the simultaneous introduction of a common core curriculum suggest that the geographically evenly distributed junior vocational and junior secondary schools could specialize in the core curriculum of basic education without relatively high new investments in educational facilities. The report concludes with a graphic display of the structure of full-time education in the Netherlands. (MLF)

ED 287 189 EA 019 527
Bergen, John J.
Current Issues in Canadian Education.
Pub Date—87
Note—6p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (Hamilton, Ontario, Canada, May 31-June 3, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Centralization, *Cultural Differences, Educational Finance, Elementary Secondary Education, Foreign Countries, French, *Indigenous Populations, *Multicultural Education, Native Language Instruction, *Official Languages
Identifiers—*Canada, Quebec
Based on interviews with 150 persons in departments of education and in national, provincial, and territorial education organizations in Canada's major capital cities, this paper discusses seven vital issues in Canadian education and briefly states seven others. The seven major issues needing resolution concern: (1) the appropriate balance between central and local control of education; (2) the amendment of provincial school legislation according to the principles outlined in the Canadian Charter of Rights and Freedoms; (3) the appropriateness of official language policies for any or all of the provinces; (4) native people's control of their children's education; (5) the amount of provincial resources directed to developing and maintaining multicultural programs in schools; (6) the manner of provincial funding for education; and (7) the justification of private educational alternatives. Other issues include curriculum relevancy and enrichment, school responsibiltiy for controversial issues such as acquired immune deficiency syndrome (AIDS), mainstreaming handicapped children, the aging teaching force, teacher preparation, and professional autonomy. Generally, Canadian educational objectives have shifted from anglicization and assimilation of immigrants to support of a cultural "mosaic" and gradual, evolutionary acculturation. Individual freedom and choice has gained in contrast to conformity to the predominant group. (MLH)

ED 287 190 EA 019 643
Spartz, James L.
Report on the Effects of the New Equalization Law (HS 2 for HB 429).
Delaware State Dept. of Public Instruction, Dover.
Report No.—Doc-No-95-01/87/01/07
Pub Date—Jan 87
Note—41p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, *Educational Equity (Finance), *Equalization Aid, Expenditures, *Finance Reform, Operating Expenses, *Program Effectiveness, *Resource Allocation, Salaries, School District Spending, State Aid, State Legislation, State School District Relationship, Tax Effort, Tax Rates
Identifiers—*Delaware
This comparative analysis updates the effects on school finance of the Delaware Legislature's passage of a new equalization law in 1984. The formula for allocation of equalization funds was modified by increasing the level of state support and by requiring greater local tax effort for districts to qualify for the funds. Analysis focuses on four variables as indicators of changes in finance: current expense tax rates; local current expense revenues; total current expenses from all revenue sources; and expenditures for salaries among districts. The degree of dispersion among the 16 regular districts before and after legislation is analyzed by comparing each variable in 1983-84 with recent data on the variable. A summary of data analyses includes the following findings: (1) state funding for equalization purposes over the 3-year phase increased 179 percent over funding in 1983-84; (2) increased funding is provided in large measure to "low wealth" districts; (3) the statute raised the local tax effort among lower paying districts; (4) the total amount of money available from the combined sources and the total current expenses per unit from all revenue sources are more equalized among districts; and (5) average teachers' salaries are more nearly equal among districts. Disparities among districts, on all variables analyzed, were therefore reduced. The statute's only negative effect is the difficulty in projecting local tax rates needed to qualify for full entitlement. The report contains 13 tables; 7 more are included in an appendix. (CJH)

ED 287 191 EA 019 660
Adopt-A-School Program, 1985-86.
Fort Worth Independent School District, TX. Div. of Curriculum Development.
Report No.—PE86-484-16
Pub Date—Jun 86
Note—44p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Enrichment, Elementary Secondary Education, Mentors, *Program Evaluation, *Public Support, *School Business Relationship, *School Community Programs, Volunteers
Identifiers—*Adopt a School, Partnerships in Education, *Texas (Fort Worth)
To reduce school isolation from the broader community, increase public awareness of school offerings, and provide students with opportunities to interact with the business community, the Fort Worth (Texas) Independent School District decided to participate in the Adopt-A-School program. Using a question-answer format, this report evaluates the program's effectiveness in achieving its goals. The program involved 57 businesses and 44 schools. School needs were documented in one of three ways: needs assessments, school meetings, and teacher surveys. Nearly half of all program coordinators surveyed indicated that their schools had both tutorial and mentor programs. Data from teachers and volunteers suggestd that an earlier start-up time and better communication between volunteers and teachers would be helpful. The major implementation problem was difficulty matching students with volunteers. Mentorships were delayed because the number of students exceeded the number of volunteers. All coordinators surveyed indicated that they would recommend the Adopt-A-School program for other schools. The Fort Worth program has considerably enriched the district's curriculum without the need for increased taxes. Future recommendations include (1) meeting early in the school year to adopt goals and objectives and (2) clearly defining school coordinator roles. Appendixes include a schools and businesses participant list, the study instruments, observation data from six schools, comments from all participating groups, and a list of Adopt-A-School accomplishments. (MLH)

ED 287 192 EA 019 666
Lutz, Frank W. And Others
The Texas School Facilities Study: 1986-1996. Monograph No. 1.
East Texas State Univ., Commerce. Center for Policy Studies and Research in Elementary and Secondary Education.
Pub Date—87
Note—112p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Building Obsolescence, Cost Estimates, *Educational Facilities Planning, Educational Trends, Elementary Secondary Education, *Enrollment Projections, *Facility Inventory, *Facility Requirements, Futures (of Society), Prediction, Public Schools, School Construction, Shared Facilities, State Legislation
Identifiers—*Texas
A number of new legislative mandates placed on Texas public schools has had the effect of requiring extensive school facility construction and alterations. The Interim Committee, established by the Texas Senate, enlisted the services of the Center for

Policy Studies and Research in Elementary and Secondary Education at East Texas State University to conduct a statewide school facilities study. Two instruments, the Central Office Questionnaire (COQ) and the School Campus Inventory (SCI), were developed to measure the quality and educational effectiveness of school facilities in the state. Data were collected from 574 (54 percent) of the independent school districts and 1,438 (25 percent) of the school campuses, as well as 112 site surveys, and 270 Southern Association of Schools and Colleges Self Surveys. The school districts are divided into seven major categories by size and six geographic regions. The body of the report describes: (1) the method used to determine construction cost for the state; (2) enrollment projections; (3) H.B. 246 and H.B. 72 needs; (4) physical condition of present buildings; and (5) educational adequacy of present buildings. All of these need categories are projected for 1996, the cost for each need is projected, and this cost is discussed in "ability to pay" terms. The concluding section covers the design and method of study, including the instrumentation, data collection, and analysis procedures. The data, analysis, and implications of the study are presented in text with 7 figures and 25 tables. Appended are 14 references. (MLF)

ED 287 193 EA 019 668
Harris, Morag B. Colvin Crawford, Ronald W.
Youth Suicide: The Identification of Effective Concepts and Practices in Policies and Procedures for Texas Schools. Monograph No. 3.
East Texas State Univ., Commerce. Center for Policy Studies and Research in Elementary and Secondary Education.
Pub Date—Mar 87
Note—104p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Secondary Education, Federal Legislation, High Risk Students, Leadership Responsibility, *School Responsibility, *State Legislation, *Suicide, *Superintendents, *Youth
Identifiers—*Adolescent Suicide, *Texas
Youth suicide is becoming a vital, compelling issue to citizens, their families, and professional and legislative groups. Although schools are second only to families in responsibility for children's welfare, few schools have formal policies and procedures for preventing student suicide or dealing with its aftereffects. Also, numerous myths abound regarding suicide's etiology and warning signals. This monograph documents the results of a 1986 statewide survey of Texas school superintendents concerning the status of existing school policies and procedures. After reviewing the work of Charlotte Ross, Pamela Cantor, and other suicidologists, the report presents some statistics demonstrating a steady rise in the rate of youth suicide within the last 15 years; the data also shows that between 1970-1980, in Texas, reported suicide rate for 10.1 per 100,000, compared to the national rate of 8.5. Responding superintendents did not consider youth suicide a particularly important topic for inservice education or for school professionals' consideration. As a group, they thought external agencies should take leadership roles in this area. Only 4 out of 356 superintendents said their districts had written policies and procedures addressing the problem. After summarizing recent legislation, the paper urges further state legislative action to develop and implement written school policies. Several recommendations are made concerning this legislation, including provision of a training component for school professionals. In addition to the study instruments, appendixes include exerpts from a 1983 congressional hearing on youth; youth suicide legislation from four states; a resource list; and the relevant sections of the Texas Family Code. Sixty-three references are also included. (MLH)

ED 287 194 EA 019 669
Williams, David D.
Analyzing a University-Public School Collaboration to Reform Education.
Pub Date—Apr 87
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College School Cooperation, Communication (Thought Transfer), *Cooperative Programs, *Educational Cooperation, Elementary Secondary Education, Higher Education, *Public Schools, *School Districts
Identifiers—*Brigham Young University UT, Collegiality, *Partnerships in Education
Partly in response to reformists' warnings concerning educators preparation, a formal partnership between Brigham Young University (BYU) (Utah) College of Education and five surrounding school districts was established. Acknowledging the innovative, experimental nature of this endeavor, founders began with a set of common interests, focused mainly on improvement of schooling, and agreed to establish policies and goals as needed. Noting the dearth of information on functioning partnerships, this paper briefly describes several components of the BYU-Public School Partnership, outlines the questions and naturalistic design used to study this collaborative effort, and summarizes a few patterns or hypotheses emerging from this inquiry. The partnership involves a wide spectrum of activities, persons, organizations, and ideas, including: the five school districts and an entire university; an active governing board; an executive director housed at the university; a coordinating council; six task forces; a new principal preparation program; 13 schools involved in intensive, daily collaboration on instructional and teacher preparation programs; and informal partnering activities at both local and national levels. The bulk of the paper discusses emerging patterns concerning trust, collegiality, symbiotic relationships, an authoritarian governing board, the communication process, institutional versus individual interests, "king pin" individuals' roles, and the evaluation process. (MLH)

ED 287 195 EA 019 671
Ribich, Frank M. Debenham, Adaria Ruey
Maximizing Accommodations for Learning Disabled Students in the Regular Classroom Setting.
Pub Date—Jan 87
Note—7p.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Administrator Role, Educationally Disadvantaged, *Equal Education, High Schools, *Individualized Education Programs, *Learning Disabilities, *Mainstreaming, *Special Education Teachers
Identifiers—Pennsylvania
For a mainstreaming program to be effective, students should be able to experience success in a regular classroom with the enhanced self-image that accompanies a positive experience. Maximizing classroom accommodations for learning disabled students can help improve these students' access to educational opportunities and increase the probability of their success. This paper describes a mainstreaming program at a high school in the Moon Area School District in Pittsburgh (Pennsylvania). All regular educators at the high school can be involved, depending on students' course choices. About 50 regular teachers work with 50 special students in any given year. The process involves a team effort among the special education teacher, the regular classroom teachers, and administrators. The special education teacher, using diagnostic aids and data from the students themselves, formulates the necessary accommodations and includes them in students' individualized instructional programs. The regular teacher uses these accommodations to provide instruction while maximizing the learning situation and evaluating students' progress. The administrator then monitors what was promised as part of the individualized programs. Three essential steps to implementing the accommodations process are described at length. The key to success is cooperation and effective communication among the educators involved. (MLH)

ED 287 196 EA 019 679
Comerford, Daniel J., III Jacobson, Michael G.
Suspension-"Capital Punishment for Misdemeanors": The Use of Suspension at Four Suburban Junior High Schools and Viable Alternatives That Could Work. An Ethnographic Study.
Pub Date—Apr 87
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Appendix may reproduce poorly due to blurred and broken print.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Discipline, Dropouts, *In School Suspension, Junior High Schools, *Student Behavior, *Student Needs, *Suburban Schools, *Suspension
As a disciplinary procedure, suspension of students from all school levels has become a serious problem. Because of early maladaptive behavior, many students never receive services they need in order to benefit from their educational experiences. Instead, they are continually suspended, often expelled, and either drop out or are pushed out of school. While school suspension literature focuses mainly on black, poor, and inner-city students, there is a rapidly increasing number of middle class, white, suburban students who are being denied full educational benefits. Suspension also contributes to juvenile delinquency. This paper attempts to collect and analyze suspension data at four predominantly white, middle-class, suburban junior high schools and to make recommendations about research-based alternatives to suspension for each school. Alternative practices such as in-school suspension, behavior contracts, peer group counseling, work-study alternatives, and others are discussed and their advantages over regular suspension emphasized. The four sources of data used included: guided interviews, document analysis, nondirective interviews, and participant observation. Respondents in all four schools concurred that suspension is ineffective in changing disruptive behavior. Discipline recommendations and alternatives for each school are discussed at length. Several conclusions, including the need for a diversity of alternatives, are briefly summarized. Included are 21 references and 6 data tables. (MLH)

ED 287 197 EA 019 681
Kimpston, Richard D. Rogers, Karen B.
Collaborative Curriculum Planning: Does the Process Contribute to Changes in Attitudes toward Curriculum?
Pub Date—Apr 87
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Tables may reproduce poorly due to small print.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, *Cooperation, *Curriculum Development, Educational Planning, Elementary Secondary Education, *Participative Decision Making, Suburban Schools, *Teacher Administrator Relationship, *Teacher Attitudes
Because professional involvement in curriculum development is now commonplace in U.S. schools, it is imperative to consider the participants, their curriculum planning views, and the relationship of these views to the planning process. This paper describes a three-year study to determine whether the initial predispositions of participating teachers and principals were changed as a result of their active involvement in the collaborative curriculum planning process in a large Midwestern suburban school district consisting of 15,000 students and 750 teachers. The first year of the project (Phase 1) concentrated on defining the project's expectations, documenting the current district curriculum, and planning development activities. Phase 2 focused on developing new curricular components and revision recommendations for each content area. A curriculum system was also developed for implementing, maintaining, and evaluating the new content areas. Phase 3 involved implementing the new curricula in the four content areas (art, guidance, computers, and science) identified as needing immediate revision during the second phase. During all three phases, committees comprised of principals and teachers collaborated on various tasks. Findings show that teachers and principals involved in a broad-based curriculum planning process can reach consensus about curriculum uses. Furthermore, the more opportunities for curriculum planning of any sort, the more favorably teachers will view curriculum work. Several additional insights about participants are also summarized. Included are two tables containing data from the three phases of the curriculum planning project and instruments administered, respectively. (MLH)

ED 287 198 EA 019 684
Kramer, Patricia
Schools Must Teach Kids How To Cope.
National School Boards Association, Alexandria,

VA. Educational Policies Service.
Pub Date—Oct 87
Note—4p.
Journal Cit—Updating School Board Policies; v18 n9 p1-3 Oct 1987
Pub Type— Journal Articles (080) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, Conflict Resolution, *Coping, Curriculum Development, Daily Living Skills, Decision Making, Educational Objectives, Elementary Secondary Education, Family Problems, *Interpersonal Relationship, Prevention, *Quality of Life, *School Responsibility, *Self Concept, Social Problems, *Student Needs, Student School Relationship

Students need opportunities for developing a strong self-image and for learning how to cope with life's problems safely and effectively. Programs should be provided that offer young people the opportunity to develop (1) a strong and secure sense of self-worth; (2) more effective communication skills; (3) the ability to cope with disappointment, rejection, and loss; (4) an inherent understanding that violence is never acceptable behavior; and (5) clearer and more realistic expectations about their roles in all relationships including marriage, parenting, family life, and career. The most successful programs are those that are a mandated part of the basic educational process, comprehensive, year-long, and taught by the best teachers. One program, "The Dynamics of Relationships," is a primary prevention curriculum that is taught by teachers and guidance counselors; it was piloted in 1985 in four Washington, D.C. high schools as a full-year, five-day-a-week, one-credit elective. Another 18-week program, "Skills for Adolescence," is designed to build self-esteem in youngsters so they can deal better with the pressures of growing up in a stressful and complex society. Instructions for obtaining information about these programs are provided. (MLF)

ED 287 199 EA 019 697
Daresh, John C.
Administrative Internships and Field Experiences: A Status Report.
Pub Date—Oct 87
Note—20p.; Paper presented at the Convention of the University Council for Educational Administration (30th, Charlottesville, VA, October 30-November 1, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, Certification, Elementary Secondary Education, Experiential Learning, *Field Experience Programs, *Internship Programs, *Leadership Training, *Practicums, Research Design, *Research Needs, Research Problems

Educational reform commissions and state departments of education across the United States have recommended that would-be administrators spend more time in planned field experiences, internships, and other practica and on-the-job learning activities. Despite this need, systematic research on experiential learning for administrators is remarkably deficient. This paper discusses the rationale for such programs and reviews 40 studies on field-based practica for educational administrators. All these studies employ a descriptive survey design, a single data collection technique (usually a specially designed questionnaire), and a problem-solving, rather than a theory-based, perspective. Most studies describe local experiential learning models developed in university graduate education programs. The remainder evaluated local models (usually favorably) based on participants' comments or examined structural features of "successful" programs. This paper concludes that high quality investigations of practica are nonexistent. Most work is without theoretical base, examines only local issues, is confined largely to internships, and neglects to explore the long-term developmental characteristics of practica. Suggestions are provided for developing a future research agenda to explore mentoring issues, underlying assumptions about "learning-by-doing," the impact of administrative interns on the quality of school organizational life, the effects of practica on candidates' future career success, universities' actual commitment to field experience, and clinical alternatives to full-time, paid internships. Included are 22 references. (MLH)

ED 287 200 EA 019 698
Daresh, John C.
Major Assumptions of the Practicum To Prepare Administrators: How Valid Are They?
Pub Date—Oct 87
Note—21p.; Paper presented at the Anniversary Convention of the University Council for Educational Administration (30th, Charlottesville, VA, October 30-November 1, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, *College School Cooperation, Educational Cooperation, Elementary Secondary Education, *Experiential Learning, *Field Experience Programs, Higher Education, *Practicums, Research Needs, School Districts, Theory Practice Relationship

Educational reformists have asserted that collaborative relationships between universities and local education agencies must be firmly established if improvements are to occur in the preservice preparation of school administrators. One collaboration format involves practica and other field-based learning opportunities for aspiring administrators. Although the emerging "learning by doing" emphasis might seem appropriate, uncritical and wholesale acceptance of this approach would be a big mistake. This paper identifies some common assumptions about practica and raises additional issues that need to be considered by policy-makers and designers of administrator preparation programs. First the rationale for practica is examined, using the literature on preservice teacher education, because scant material pertaining to administrator field-based practices is available. Next, the supposed benefits, such as assessing career commitment, refining school goals, practicing in realistic settings, developing competence, and promoting personal professional development, are examined and critiqued for programmatic shortcomings. The same treatment is accorded assumptions related to structure, including implementation and ultimate effectiveness considerations. To counteract the paper's pessimistic observations, several recommendations concerning program control, needed skills, administrator role models, and research needs are provided. Included are seven references. (MLH)

ED 287 201 EA 019 699
Warren, Elizabeth F.
Latchkey Children: What Schools Can Do.
National School Boards Association, Alexandria, VA. Educational Policies Service.
Pub Date—Nov 87
Note—5p.
Journal Cit—Updating School Board Policies; v18 n10 p1-3 Nov 1987
Pub Type— Journal Articles (080) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board of Education Policy, Elementary Education, Employed Parents, *Extended School Day, *Latchkey Children, *Legal Responsibility, *School Age Day Care, School Districts, *School Responsibility, Shared Resources and Services

After-school care for children of working parents is a natural extension of the services schools provide. Setting up a school-based child care program requires making the commitment and establishing a task force that collects relevant information about the community, its needs, and opportunities for meeting needs. Programs are operated by the schools themselves; in collaboration with other groups; and by separate groups. Among the areas to be considered are state licensing requirements for day care centers, financial arrangements, eligibility standards, setting fees, and program evaluation. School systems interested in starting school-based child care programs should establish comprehensive administrative regulations that outline costs, use of space, operational supervision, and other administrative details. The board should review those regulations carefully and should have final approval before any program is implemented. Five resources to help boards research and begin a school-based child care program are cited. (MLF)

ED 287 202 EA 019 700
Hess, Fred
A Comprehensive Analysis of the Dropout Phenomenon in an Urban School System. Draft.
Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date—Apr 87
Note—49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). This research was also funded by a grant from the Lloyd A. Fry Foundation.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Dropout Research, *Educational Improvement, Elementary Education, Ethnography, High Schools, Instructional Improvement, Research Design, *School Effectiveness, *School Holding Power, Statistical Analysis, *Time on Task, *Urban Schools
Identifiers—*Illinois (Chicago)

Several years ago, a coalition of Chicago civic groups met to determine the scope of the urban dropout problem and develop strategies for dealing with it. The resulting research program rejected both attrition and survey analysis approaches in favor of direct examination of all student records for three graduating classes (1982, 1983, and 1984) enrolled in all Chicago public high schools. Instead of treating dropout prone children as "marginal" students needing special programs, this three-part study posits schools' responsibility to provide students with the best possible education. The burden is primarily on changing schools, not the children. The first phase, examining elementary schools' contribution to the dropout problem, found that schools' success rate ranged from a 100 percent graduation rate to a 100 percent dropout rate. Below normal reading scores and the proportion of overage and poor students attending elementary school were strong dropout predictors. Surprisingly, race was not a strong factor. The second and third research phases examined causes of students' lack of preparation for high school and successful strategies for treating this problem. Using an ethnographic approach, the study ascertained that high schools emphasizing strong principal leadership, discipline and safety measures, student and teacher attendance, interactive teaching, good facilities maintenance, and cooperation between faculty and administration were successful at retaining students. Increasing time on task would most effectively improve inner-city schooling. Included are numerous tables and 10 references. (MLH)

ED 287 203 EA 019 701
State Enrollment in Public Elementary and Secondary Schools. Targeted Forecast.
Center for Statistics (OERI/ED), Washington, DC.
Report No.—CS-87-400
Pub Date—Sep 87
Note—4p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Enrollment Projections, Government Publications, *Public Schools, School Holding Power
Identifiers—Center for Education Statistics

This is the first in a series of annual forecasts of total enrollment in public elementary and secondary schools by state to be issued by the Center for Education Statistics (CES). A table shows states organized by four regions with actual total enrollment for fall 1980 through fall 1986, and enrollment forecast for fall 1987. The percent change from 1985 to 1987 is listed. Technical notes explain the methodology, forecast accuracy, and data sources. CES projects that in fall 1987 total enrollment in public elementary and secondary schools will again reach 40 million. This represents a .3 percent increase over the fall 1986 enrollment of 39.9 million and an increase of 1.2 percent over fall 1985. Between 1985 and 1987, public school enrollment is projected to increase by 4.6 percent in the West and 1.8 percent in the South; the Midwest is expected to experience no significant change; and the Northeast is projected to register a decrease of 1.4 percent. Future state forecasts will contain 5 years of projections. (MLF)

ED 287 204 EA 019 702
Uhler, Sayre
Alternative Paths to Entry: New Jersey and Elsewhere.
Pub Date—Apr 87
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, *Career Plan-

ning, Elementary Secondary Education, Liberal Arts, *Teacher Certification, Teacher Qualifications, *Teacher Recruitment, *Teacher Shortage, Teacher Supply and Demand
Identifiers—*Alternative Teacher Certification, *New Jersey
In 1983, New Jersey's governor, Tom Keane, proposed the Alternative Path to Certification as a means to alleviate the state's growing teacher shortage. At least 12 other states are now using similar plans to recruit teachers possessing liberal arts bachelor's degrees who have passed a standardized test and completed successfully a one-year supervised internship in a local school district. The plan allows recruitment of individuals without traditional teacher training, limits or eliminates emergency certificates, and provides new opportunities for candidates to enter the teaching profession before making other career commitments. Disadvantages include opening the profession to ill-prepared candidates, using a simplistic means to solve a major manpower problem (particularly in urban schools), and eroding pedagogical standards promulgated by higher education and state authorities. Growing demands for alternative path candidates have also emerged. More assessment is needed as alternatively certified teachers progress and as arrogant, pompous certification laws, which serve as barriers to bright liberal arts students, are challenged. The alternative path remains a significant response to today's teacher shortage. Whether it resolves or exacerbates that shortage remains a complex dilemma faced by schools everywhere. Included are 13 references. (Author/MLH)

ED 287 205 EA 019 705
Holly, William J.
Student Self-Esteem and Academic Success.
Oregon School Study Council, Eugene.
Pub Date—Oct 87
Note—41p.
Available from—Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00 prepaid; quantity discounts; add $1.50 for shipping and handling on billed orders).
Journal Cit—OSSC Bulletin; v31 n2 Oct 1987
Pub Type— Collected Works - Serials (022) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Educational Theories, Elementary Secondary Education, Middle Schools, *Self Esteem, *Self Evaluation (Individuals), *Student Attitudes, *Study Skills
Identifiers—Oregon
This bulletin is devoted to clarifying central issues in the self-esteem debate, with a view to pointing out implications for practice. The relevance of self-esteem to academic achievement is particularly emphasized. The first chapter reviews different meanings that self-esteem has acquired in the context of different theories. Chapter 2 critically examines how self-esteem affects academic achievement by reviewing evidence from educational research and discussing relevant theories. It is concluded that self-esteem is an effect rather than a cause of achievement. Teachers are advised that students need to be led to see for themselves the value of their studies, and the best way to raise students' confidence in their academic ability is to focus directly on developing academic abilities that will justify a sense of confidence. Chapter 3 briefly reviews methods currently being used to raise student self-esteem in two Pennsylvania high schools and three Oregon schools. At these schools, students are clearly given the message that actual self-improvement is the surest route to feeling better about themselves. Chapter 4 details how an Oregon teacher has successfully incorporated self-esteem into a middle school study-skills program. Appended are 14 references and the names of the four persons interviewed in connection with the cited programs. (MLF)

ED 287 206 EA 019 707
Improving the Quality of Teaching. The Best of ERIC on Educational Management, No. 90.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 87
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Classroom Observation Techniques, Classroom Research, Classroom Techniques, Elementary Secondary Education, Instructional Effectiveness, Instructional Leadership, Literature Reviews, Mastery Learning, *Principals, Self Evaluation (Individuals), Staff Development, *Teacher Effectiveness, *Teacher Improvement
The 11 journal articles reviewed in this annotated bibliography focus on ways teachers and principals can improve the quality of teaching. Among the four articles directed toward principals are two that relate to the culture of the school; another presents a model to principals for achieving quality instruction; and the fourth proposes six strategies principals can use in classroom observation. Articles directed toward teachers describe: (1) a self-assessment procedure to help teachers and supervisors improve instructional effectiveness; (2) a teacher-directed, mastery learning approach used by the Exemplary Center for Reading Instruction (ECRI); (3) strategies that teachers can use to expand student thinking capability; and (4) a mastery learning program for teachers. Research applications are discussed in two articles: one reviews six paradigms of classroom research that have helped define the concept of effective teaching; the other, citing views of teaching as both a science and an art, deals with the difficulty in assessing teacher effectiveness through conventional research methods. The final article explores the six common factors of the Instructionally Effective Schools approach as a way to improve education without additional funding. (MLF)

ED 287 207 EA 019 713
Stufflebeam, Daniel L.
Methodological Issues in Policy Studies: With Attention to Policy Issues in Physical Education.
Pub Date—21 Apr 87
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Evaluation, *Methods Research, *Physical Education, *Planning, *Policy Formation
Identifiers—*Policy Research
Although organized physical education is vital to Americans' health and well-being, surprisingly few policy studies exist for the field. Physical education professionals desperately need evaluation studies to assist them in setting policies and examining policy implementation and outcomes. This paper reviews available literature, identifies methodological issues in policy studies, and provides advice for addressing these issues. The four-point essay: (1) defines "policy"; (2) describes two basic types of policy studies; (3) defines four major issues in planning and conducting studies; and (4) discusses the application of the Joint Committee Standards (1981) to the planning and conducting of policy studies in physical education. The term "policy," using Thomas Green's definition, commands a very broad interpretation and may encompass priorities, goals, preset decisions, rules for decision-making, practice guides, and predispositions to respond in certain ways to common situations. To ensure that policies are equitable and effective, evaluative studies are needed to assist in policy formulation as well as evaluation. Methodological issues such as utility, feasibility, propriety, and accuracy encompass a host of problems threatening the success of policy studies. The Joint Committee's 30 standards were developed to address these four issues. Of particular importance are the standards on audience identification, object identification, political viability, and formal or written obligation standards. (MLH)

ED 287 208 EA 019 715
Educational Trends in South Carolina. Office of Research Report Series.
South Carolina State Dept. of Education, Columbia. Office of Research.
Pub Date—Jun 87
Note—88p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Basic Skills, Compensatory Education, Educational Assessment, Educational Finance, *Educational Trends, Elementary Secondary Education, *Enrollment, Expenditure per Student, Federal Aid, *Futures (of Society), High School Graduates, Salaries, School District Size, School Personnel, *School Statistics, School Taxes, Scores, State Aid, Student Transportation, Superintendents, Tables (Data), Teacher Salaries, Vocational Education
Identifiers—*South Carolina
This publication is designed to provide users with trends in quantitative facts relevant to public education in South Carolina. Information for the 1985-86 school year is presented along with information beginning with the reference or base year of 1969-70. The reference year may vary due to the availability of data. The data are presented in tabular format, with state summaries followed by district summaries, on the following topics: state expenditures, enrollment, revenue, expenditures, salary, staff, remedial/compensatory, vocational, Chapter 1 (Title 1), migrants, dropouts, basic skills assessment, statewide testing program, cognitive skills assessment, transportation, school food program, adult education enrollment, graduates, SAT scores, instructional television and radio, and the 10 largest and 10 smallest school districts. The names of state board of education members and of school district superintendents are on the report's inside covers. The appendices contain state department of education staff positions, an organizational chart of the state K-12 administration, a map outline of the 46 counties encompassing 92 school districts in the state, and a 24-item bibliography. (Author/MLF)

ED 287 209 EA 019 717
Jackson, John J.
Developing Policies for Optimal Diffusion of Educational Innovations in China.
Pub Date—Apr 86
Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adoption (Ideas), Agency Cooperation, Coordination, *Diffusion (Communication), Educational Change, Educational Development, Educational Improvement, *Educational Innovation, Educational Planning, Educational Policy, *Foreign Countries, Higher Education, Information Utilization, International Cooperation, *International Educational Exchange, International Programs, Questionnaires
Identifiers—*China, University of Victoria BC
Focusing on educational reform in China, this paper suggests policies that will lead to the optimal diffusion of educational innovations so as to enhance China's modernization efforts. The intention is to identify a theory of knowledge about the types of educational policies likely to be most beneficial in helping China achieve its educational modernization objectives. Rogers' (1983) model, used as a framework for describing the phenomena under observation, posits four crucial elements in the diffusion of new ideas: (1) the innovation itself; (2) communication through certain channels; (3) time; and (4) the social system. The paper begins with a survey of educational development in China from before 1949 to the present. The recommendations are based on data collected, first, through the involvement of faculty members of the University of Victoria in cooperative programs with the East China Normal University in Shanghai, and, second, through an open-ended data-gathering questionnaire sent to 30 Chinese scholars who had also studied in Canada. Reviewed by China experts at the East-West Center in Honolulu, the policy recommendations call for (1) continuation of existing exchange programs sponsored by international agencies; (2) an increase in the number of Chinese scholars studying abroad and higher levels of support for Chinese students by western universities; (3) enhancement of the teaching of English as a foreign language, especially for adults; (4) special attention to development of the legal and administrative infrastructure of education in China; and (5) cooperative education programs to establish closer ties between education and industry. Appended are four papers detailing the procedures involved in executing and evaluating the collaborative programs described in the paper. (TE)

ED 287 210 EA 019 725

The School Foodservice Handbook (A Guide for School Administrators).
Association of School Business Officials International, Reston, VA.
Report No.—ISBN-0-910170-48-7
Pub Date—87
Note—107p.; Portions contain small print.
Available from—Publication Sales, ASBO International, 1760 Reston Avenue, Suite 411, Reston, VA 22090 ($11.95).
Pub Type— Guides - Non-Classroom (055) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Breakfast Programs, *Childhood Needs, Elementary Secondary Education, *Food Service, *Food Standards, *Lunch Programs, *Nutrition, Student Needs
Identifiers—*Child Nutrition Act 1966, Food and Nutrition Service, *National School Lunch Act 1946, School Breakfast Program
School food service should be considered a vital aspect of school operations, not an appendage to the educational program. This handbook revolves around the federal Child Nutrition and National School Lunch program serving about 24 million pupils daily in over 90 percent of the nation's 89,200 public schools. The booklet helps explain various rules and regulations governing these and other federal nutrition programs and their management at state and local levels. The first chapter discusses the different responsibility levels and highlights the special populations served (Head Start, handicapped, and allergic youngsters) and various management approaches. The second chapter, on financial management, considers revenue sources, pricing, recordkeeping, budgets, and other functions. The third chapter, on personnel, covers job descriptions, responsibilities and qualifications, employment practices and procedures, and staffing and classification. The fourth chapter discusses production and service operations, while the fifth chapter covers food purchasing, storage, and inventory control. The final chapter, on sanitation and safety, looks at food and chemical poisoning and ways to prevent it. Also included are appendices on state administrative review, federal procurement standards, and invitations to bid. (MLH)

ED 287 211 EA 019 726
Weber, James R.
Instructional Leadership: A Composite Working Model. Synthesis of the Literature.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 87
Contract—400-86-0004
Note—71p.; Prepared by the ERIC Clearinghouse on Educational Management under contract to NCREL. For other documents in the same series, see ED 019 727-731.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403 ($8.00); North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 ($8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Curriculum Development, Elementary Secondary Education, Evaluation Methods, *Instructional Leadership, *Leadership Responsibility, Leadership Styles, *Models, Organizational Effectiveness, Principals, Program Evaluation, *School Administration, *School Supervision, Teacher Selection, *Teacher Supervision, Time Management
Identifiers—ERIC Clearinghouse on Educational Management, North Central Regional Educational Laboratory
This synthesis of research findings translates investigations in instructional leadership into a working model for practitioners–principals, assistant principals, teachers, and others. Three kinds of research–theoretical, practical, and ethnographic–are used to develop a model based on six interrelated functions of instructional leadership, covered in six chapters. The first of these is setting academic goals, and this involves communicating a vision of success and developing a plan of action. Chapter 2 addresses the task of organizing the instructional program. Included is a discussion of managing the school as a loosely coupled system, a section on curriculum management, and an outline of organizational strategies. Chapter 3 discusses the hiring, supervision, and evaluation of teachers. Chapter 4 provides strategies for protecting instructional time and programs, and chapter 5 discusses the importance of maintaining high expectations to establish a climate for learning. Chapter 6 is devoted to monitoring achievement levels and evaluating programs. Instead of the more common "engineering" model of evaluation (based on input/output analysis), a "medical" model is proposed, based on assessing a wider range of characteristics and looking at unintended as well as intended outcomes. A 7-page bibliography lists 71 references. (TE)

ED 287 212 EA 019 727
Weber, James R.
Models of Instructional Leadership. Annotated Bibliography.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 87
Contract—400-86-0004
Note—28p.; Prepared by the ERIC Clearinghouse on Educational Management under contract to NCREL. For other documents in the same series, see EA 019 726-731.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403 ($6.00); North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 ($6.00).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Responsibility, Administrator Role, Citation Analysis, Elementary Secondary Education, Instructional Development, Instructional Improvement, *Instructional Leadership, Leadership Responsibility, *Models, *Principals, *School Supervision, Teacher Administrator Relationship, *Teacher Supervision
Identifiers—ERIC Clearinghouse on Educational Management
This annotated bibliography was prepared to serve as background material for the paper "Instructional Leadership: A Composite Working Model" by James R. Weber. Although not all the materials compiled in this bibliography propose discrete models of instructional leadership, the selections represent the range of issues, tasks, and perspectives that such a model must embrace. The materials were identified through a search of the ERIC Database, supplemented by manual reference, and almost all the items included have been published since 1980. A total of 35 items are annotated. (TE)

ED 287 213 EA 019 728
Weber, James R.
Teacher Evaluation as a Strategy for Improving Instruction. Synthesis of Literature.
North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Contract—400-86-0004
Note—72p.; Prepared by the ERIC Clearinghouse on Educational Management under contract to NCREL. For other documents in the same series, see EA 019 726-731.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403 ($10.00); North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 ($10.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Accountability, Classroom Observation Techniques, Elementary Secondary Education, *Evaluation Methods, Feedback, *Instructional Improvement, Lesson Observation Criteria, Teacher Administrator Relationship, Teacher Attitudes, Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement, *Teacher Supervision
Identifiers—ERIC Clearinghouse on Educational Management
This review surveys major currents of thought and practice in teacher evaluation. Citing recent state-mandated teacher evaluation policies and procedures, several compelling questions of accuracy, fairness, and utility are raised. In response to these questions, the document first focuses on the distinction between formative and summative evaluation, the relation of the latter to minimum standards and legal mandates, and the correlation of methods with purposes. Alternatives developed since the 1960s include goal-setting models such as the performance-objectives approach, outcome-based models, and clinical supervision models. In the next section, the separate problems of the two main participants in the teacher evaluation process–evaluators and teachers–are analyzed. The evaluator's main concerns are the separation of summative and formative tasks, the need for expertise, and the relationship with the teacher, while teachers need to be involved in developing evaluation criteria, and they need to feel that the criteria by which they are evaluated are sound and relevant to their teaching. The fourth section discusses the three stages of teacher evaluation–preobservation conferences, the observation itself, and the postobservation conference–and touches on other sources of data besides observation: parent evaluations, peer observation, teaching materials, student evaluations, and self-evaluations. The conclusion addresses four key issues: (1) coexistence of teacher development and accountability; (2) supervision versus evaluation; (3) utility of evaluation in improving teaching; and (4) the most productive, least time-wasting approaches to observation. Appended is a syllabus of Thomas McGreal's training program for staff and supervisors. (TE)

ED 287 214 EA 019 729
Weber, James R.
Teacher Evaluation. Annotated Bibliography.
North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Contract—400-86-0004
Note—32p.; Prepared by the ERIC Clearinghouse on Educational Management under contract to NCREL. For other documents in the same series, see EA 019 726-731.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403 ($6.00); North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 ($6.00).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accountability, Citation Analysis, Classroom Observation Techniques, Elementary Secondary Education, *Evaluation Methods, Feedback, *Instructional Improvement, Lesson Observation Criteria, Teacher Administrator Relationship, Teacher Attitudes, Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement, *Teacher Supervision
Identifiers—ERIC Clearinghouse on Educational Management
This annotated bibliography was prepared to provide background material for a synthesis paper, "Teacher Evaluation as a Strategy for Improving Instruction." Both formative (teacher improvement) and summative (personnel decisions) aspects of the topic are addressed by the materials collected. The 52 selected items, most of which were published since 1980, reflect major currents of thought and practice in teacher evaluation. Entries were identified through a search of the ERIC database, supplemented by the recommendations of reviewers who read the first draft of the synthesis paper. (TE)

ED 287 215 EA 019 730
Scott, James J. Smith, Stuart C.
From Isolation to Collaboration: Improving the Work Environment of Teaching.
North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Contract—400-86-0004
Note—92p.; Prepared by the ERIC Clearinghouse

on Educational Management under contract to NCREL. For other documents in the same series, see EA 019 726-731.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403 ($8.00); North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 ($8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrative Organization, Advisory Committees, *Educational Cooperation, Educational Environment, Elementary Secondary Education, Instructional Improvement, Instructional Leadership, *Interprofessional Relationship, Participative Decision Making, Principals, School Based Management, School Effectiveness, *Teacher Administrator Relationship, Teacher Attitudes, Teacher Morale, *Teacher Participation, *Teaching Conditions, Teamwork
Identifiers—ERIC Clearinghouse on Educational Management
This review summarizes the rapidly growing body of findings on the social and organizational environment of teaching and examines one innovation–the collaborative school–that offers promise of an organizational context more conducive to effective teaching. Chapter 1 characterizes the actual conditions under which teachers work, focusing on interactions among teachers and between them and administrators. Chapter 2 examines the formal and informal bonds connecting the classroom, the individual school, the school district, and the state and federal governments. It is concluded that the individual school is the vital unit of school reform and that the workplace conditions of the school play a major role in school effectiveness. Accordingly, chapter 3 sets forth the characteristics of collaborative schools–a set of attitudes and the interactions generated by those attitudes that researchers have found to correlate with improved teaching and learning. Chapter 4 describes formal programs that educators have developed to help administrators introduce norms of collaboration in schools where teachers are accustomed to working in isolation from one another, and practical suggestions are offered about ways in which principals' day-to-day activities can encourage such norms. These suggestions include forming teacher committees to work on specific school problems and providing teachers with time to observe one another. An 82-item, 8-page bibliography is included. (TE)

ED 287 216 EA 019 731
Scott, James J.
The Social and Organizational Context of Teaching. Annotated Bibliography.
North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Contract—400-86-0004
Note—36p.; Prepared by the ERIC Clearinghouse on Educational Management under contract to NCREL. For other documents in the same series, see EA 019 726-730.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate St., Eugene, OR 97403 ($6.00); North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 ($6.00).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrative Organization, Advisory Committees, *Educational Cooperation, Educational Environment, Elementary Secondary Education, Instructional Improvement, Instructional Leadership, *Interprofessional Relationship, Participative Decision Making, Principals, School Based Management, School Effectiveness, *Teacher Administrator Relationship, Teacher Attitudes, Teacher Morale, *Teacher Participation, *Teaching Conditions, Teamwork
Identifiers—ERIC Clearinghouse on Educational Management
This annotated bibliography was prepared to serve as background material for the writing of the synthesis paper "From Isolation to Collaboration: Improving the Work Environment of Teaching." Items were selected to represent the range of issues that pertain to the social and organizational context of teaching. The selected materials emphasize conditions over which teachers and administrators have some degree of control. For example, educators may not be able to alter the racial or socioeconomic composition of the student body or the condition of the school's physical plant, but teachers can learn to share their instructional expertise with one another and administrators can choose to solicit teachers' opinions when planning new programs or revising old ones. The bulk of the items were published during the last four years; only a few entries precede 1980. Most items were identified through a search of the ERIC database, but several items were obtained directly from scholars working in this area. (TE)

ED 287 217 EA 019 732
Daresh, John C.
Mentoring: A Key Feature of the Danforth Program for the Preparation of Principals.
Pub Date—Oct 87
Note—19p.; Paper presented at the Anniversary Convention of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, Adult Education, *Cooperation, Elementary Secondary Education, Experiential Learning, Higher Education, *Mentors, *Principals, Professional Development, *Role Models
Identifiers—*Danforth Foundation, *Ohio State University
The Danforth Foundation Program for the Preparation of School Principals now being implemented at four American universities embodies two major emphases: (1) collaboration between universities and school systems and (2) experiential learning approaches. One important program aspect is mentoring relationships between candidates and experienced local administrators. This paper describes the development and implementation of the mentoring component at Ohio State University (Columbus). After providing background and definitions, the paper describes informal, naturally developing mentoring formats found in private industry and in recent efforts to enhance women's leadership roles. More recently, the teacher education field has been contriving formal, mentoring arrangements. Six types of mentors are discussed, including traditional mentors, supportive bosses, organizational sponsors, professional career mentors, patrons, and invisible godparents. Realistically, the supportive boss and professional career mentors are the most useful for structured administrator preparation programs. The roles and responsibilities of Danforth Program mentors; identification, selection, and recruitment procedures; and training methods and activities are discussed. In closing, certain problems concerning mentor selection, matching mentors and candidates, and program manageability are addressed. Despite some decided limitations, there is great value in the mentoring approach for preparing administrators. Included are 14 references. (MLH)

ED 287 218 EA 019 761
Schwartz, Mike
Private School Tuition Patterns, 1985-86. OERI Bulletin, September 1987.
Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-87-355b
Pub Date—Sep 87
Note—12p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Enrollment Influences, Government Publications, Information Needs, Institutional Characteristics, *Instructional Program Divisions, National Surveys, *Parochial Schools, *Private Schools, Religious Education, *School Statistics, Special Schools, *Tuition, Vocational Schools
This report describes elementary and secondary private school tuition patterns in the United States for the 1985-86 academic year. The data cover tuitions of religiously affiliated and nonsectarian schools, as well as tuition charged at elementary and secondary grade levels. The patterns are based on data collected from a national probability sample of schools. The response rate to the survey was 84.6 percent. Nearly 6 million elementary and secondary school students were enrolled in over 25,000 private schools, which included regular schools and special purpose schools (i.e., schools for special education, alternative education, vocational education). Almost 94 percent required tuition payment. An overall measure of average tuition would oversimplify the complexity of private school tuitions. A schedule of several averages according to key private school characteristics (religious orientation and grade level) better describes tuition levels and more accurately portrays a typical tuition. Looking only at data from regular private schools charging tuition, tuition levels vary systematically according to school orientation and grade level. The lowest tuitions are in Catholic schools, and the highest in nonsectarian schools. Elementary schools have lower tuitions than schools at other grade levels. Even within categories of religious orientation, tuition levels vary by grade level. Analyses of tables of data include implications, technical notes, data definitions, and precision of estimates. The report provides survey notations and a research office contact. (CJH)

ED 287 219 EA 019 762
Frasher, James M. Frasher, Ramona S.
Administrator Preparation in the People's Republic of China.
Pub Date—87
Note—65p.; Paper presented at the Annual Conference of the University Council of Educational Administration (Charlottesville, VA, October 31-November 1, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrative Organization, *Administrator Education, Administrator Responsibility, Communism, Cultural Isolation, Curriculum Design, *Educational Administration, Educational Development, Educational Finance, Educational Methods, Educational Objectives, Educational Philosophy, *Educational Policy, Educational Principles, Elementary Secondary Education, *Foreign Countries, *Government School Relationship, Higher Education, Ideology, Marxism, Politics of Education, Teacher Salaries, Teacher Supervision
Identifiers—*China, Mao Zedong
This document presents a comprehensive collage-style description of educational administration preparation programs in the People's Republic of China, covering a time span from Mao Zedong's normal college days to the present. The evolution of the current institutional specialization system, the basic composition of the programs, and some illustrations of the current literature are examined. Part 1 examines administrator preparation programs, beginning at the top with the Central Educational Administration Institute and the National Education Commission, and moving down through major and provincial normal colleges and universities, and secondary normal schools. Part 2 is a survey of the administrator preparation curriculum including instructional methods and contents, the public school system, and discipline in the schools, along with all aspects of educational finance, school management, personnel supervision, the educational history of the Chinese Communist Party, and the central and local educational administration commissions. Other considerations discussed include internal isolation, the relative absence of empirical data, the international flavor, the thought process of dialectical materialism, the quest for a single theory of scientific administration, instability of the social system, the societal emphasis as opposed to individualism, and the immense potential of scholars chosen from a population of more than one billion. Seventeen references are listed. (Author/TE)

ED 287 220 EA 019 768
Michael, Robert O. And Others
Using Field-Based Experiences as a Guide for Program Evaluation and Redesign.
Pub Date—31 Oct 87
Note—15p.; Paper presented at the Annual Convention of the University Council for Educational Administration (Charlottesville, VA, October 31-November 1, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, College School Cooperation, Educational Change, Evaluation Methods, *Field Experience Programs, Fol-

lowup Studies, Higher Education, Long Range Planning, Predictive Validity, Professional Development, *Program Design, *Program Evaluation, Public Opinion, *Theory Practice Relationship
Identifiers—*Valdosta State College GA

A concern among those scrutinizing postsecondary programs in educational administration is the relationship among the academic and theoretical components of the programs, field-based experiences, and future on-the-job success. This paper examines the efforts of an educational administration department at Valdosta State College, Valdosta, Georgia, to evaluate its program in terms of this relationship. The department's review began with a focus on how field-based experiences could be used to structure program sequence and content. The review expanded to an examination of educational purpose concerning constituent needs and educational reform pressures. Ongoing evaluation and restructuring of the field experiences have been based on student evaluations, as well as professional judgment and state mandates. This report recommends that, in addition, use of the following program assessment techniques would reveal gaps in course offerings that should be addressed. First, the course competency analysis matrix should be developed. Second, adopting a more formal evaluation mechanism would enable supervisors to assess the utility of field experiences in developing administrative personnel and providing in-school support. This feedback could assist faculty in determining the perceived validity of requirements and how these perceptions affect field experiences, course content, and program sequence. Finally, extended followup studies of graduates could provide predictive validity for many competencies considered to be important. These beginning efforts to answer school reform requirements may bridge the theory-practice gap. (CJH)

ED 287 221 EA 019 853
Public School Districts, Common Core of Data (CCD) [machine-readable data file].
Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—EF-000080
Pub Date—87
Note—The "Common Core of Data" (CCD) Program is a continuation of the "Elementary and Secondary General Information Survey" (ELSEGIS). The "Public School Districts" survey is prepared annually, with the years currently available being: 1968-69 through 1986-87 (except 1974-75). The annual "Directory of Public Elementary and Secondary Education Agencies" is based on this survey.
Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), Washington, DC 20208. Telephone: (800) 424-1616, (202) 357-6768. (SAS file or SPSS-X file, $150).
Pub Type— Machine-Readable Data Files (102)
Document Not Available from EDRS.
Descriptors—Boards of Education, *Elementary Secondary Education, *Enrollment, Fiscal Capacity, Instructional Program Divisions, Metropolitan Areas, National Surveys, *Public Schools, *School Districts, School District Size, Statistical Surveys
Identifiers—*Common Core of Data Program, Elementary Secondary General Information Survey

The "Public School Districts" machine-readable data file (MRDF) is a subfile within the Common Core of Data (CCD) program (a continuation of the Elementary and Secondary General Information Survey-ELSEGIS). This file contains approximately 16,000 records, each representing a public school district (or other local agency) providing free public elementary and secondary education in the United States and its outlying areas. Variables given in each record include: name, mailing address, county, grade span, fall enrollment, number of schools, size of the system, standard metropolitan statistical area (SMSA) designation, fiscal status, school board selection methods, and type of district. The data for enrollment and number of schools are always from the year previous to the year of the survey. This is intended to be a "universal" file (containing entries for all members of the class surveyed), permitting the educational community to draw statistically valid samples from which state or national estimates can be made. The survey that generates this data file is done annually, with State Education Agencies (SEA's) as the respondents. Tape files are available for the years 1968-69 through 1986-87 (except for 1974-75). POPULATION: Public School Districts (15,000). TYPE OF SURVEY: Census Survey; National Survey. RESPONDENTS: State Education Agencies. FREQUENCY: Annual. YEAR OF FIRST DATA: 1968. (CDM/WTB)

EC

ED 287 222 EC 200 527
Ingersoll, Gary M. And Others
Cognitive Maturity, Stressful Events and Metabolic Control in Adolescents with Diabetes.
Pub Date—Apr 87
Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, *Diabetes, Maturity (Individuals), *Metabolism, Secondary Education, Sex Differences, *Stress Variables
Identifiers—*Life Events

Management of insulin dependent diabetes mellitus (IDDM) is a complex task that requires the adolescent with IDDM recognize the interaction between diet, exercise, stress, emotions, and insulin dosage. With regularity, however, adolescents with IDDM are shown to be in less good metabolic control than younger children or young adults. The study explored the combined effects of cognitive maturity and stressful life events on metabolic control among 120 adolescents (mean age 15.2 years) with insulin dependent diabetes mellitus (IDDM). Subjects were individually administered the Hunt Paragraph Completion Method measure of cognitive maturity and the Johnson and McCutcheon inventory of stressful life events. Metabolic control was assessed by total glycosylated hemoglobin. Analysis of variance revealed significant effects on metabolic control related to sex (p .01), cognitive maturity (p .001), and negative life events (p .05). Adolescents with lower cognitive maturity were more likely to have elevated glycosylated hemoglobin levels. Likewise those with more and more intensely rated negative life events had higher glycosylated hemoglobin levels. Finally, females were in less good metabolic control than their male peers. Age, positive life events and early or late onset of IDDM were not significant. (CL)

ED 287 223 EC 200 528
Geary, David C. And Others
Cognitive Addition: Comparison of Learning Disabled and Academically Normal Children.
Pub Date—Apr 87
Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Addition, *Cognitive Processes, Computation, Elementary Education, Elementary School Students, *Learning Disabilities, *Learning Strategies, *Mathematics Achievement, Memory, Number Concepts, Problem Solving, Self Evaluation (Individuals)

To isolate the process deficits underlying a specific learning disability in mathematics achievement, 77 academically normal and 46 learning disabled (LD) students in second, fourth or sixth grade were presented 140 simple addition problems using a true-false reaction time verification paradigm. (The problems were on a video screen controlled by an Apple II+ computer.) Regression models indicated that the majority of normal and LD second grade subjects used an implicit counting strategy for problem solution. However, LD subjects required a greater amount of time to execute this task and appeared to be deficient in the ability to self-monitor the problem solving process. A shift from reliance on the counting strategy to a memory retrieval process from the second to sixth grade was evident for normal subjects, but not for LD subjects, the majority of whom relied on the counting strategy throughout the elementary school years. (Author/CL)

ED 287 224 EC 200 529
Etter, Ermaleen B.
What Is Occurring in Higher Education and How Does This Affect the Training of Educators Who Teach the Handicapped Population? A Response to the "Training of Parents of Exceptional Children" TOPEC Project Directors.
Pub Date—Mar 86
Note—8p.; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities (New York, NY, March 12-15, 1986).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Elementary Secondary Education, Higher Education, *Mainstreaming, *Multicultural Education, Parent School Relationship, *Preservice Teacher Education, Special Education Teachers, *Teacher Certification

Observations on teacher education are offered from the point of view of a parent of a learning disabled child who is also supervisor of student teachers in elementary and special education. Implications of a movement which advocates phasing out traditional 4-year undergraduate teacher education academic programs and substituting graduate programs are noted. Also cited are the discouragingly small percentages of minority students in teacher preparation programs and the need for decisive action in terms of bilingual education. Resistance to including cultural pluralism in teacher education programs is noted as well. Difficulties produced by inconsistent interpretations of mainstreaming are reviewed. The paper concludes with a plea for a spirit of shared responsibility among parents, regular education teachers, and special education teachers. (CL)

ED 287 225 EC 200 530
Miller, Denise T. And Others
Exceptional Teaching Starts with Exceptional Training: Implementing a Clinical Supervision System for Practica Students in Behavior Disorders.
Pub Date—Apr 87
Note—13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Disorders, *Competency Based Teacher Education, *Cooperative Programs, Elementary Secondary Education, *Emotional Disturbances, Higher Education, Practicums, *Practicum Supervision, *Teacher Education, Teaching Skills
Identifiers—University of South Florida

The Florida Mental Health Institute and the Department of Special Education, both at the University of South Florida, have created a practicum program for teacher trainees in behavior disorders. The program was designed as an intensive, sequenced approach for training in basic academic and behavioral skills related to successful teaching performance with this population. Built around a competency model, the practicum has three phases, culminating in actual work in a classroom for severely emotionally disturbed children. The clinical supervision process contains five steps: preobservation conference, observation and data collection, data analysis and strategy session, supervisory conference, and post-conference analysis. Remediation strategies for those practicum students requiring intensive assistance include cueing procedures and role playing. Initial evaluation findings from student participants have been positive. (CL)

ED 287 226 EC 200 531
Wooten, Sharon M. Wooten, Charles L.
A Process for Transition from Secondary to Postsecondary Studies for Students with Learning Disabilities.
Pub Date—Apr 87
Note—14p.; Chart A and Attachment contain small/marginally legible print.
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Students, Demonstration Programs, Higher Education, Individualized Education Programs, *Learning Disabilities, Learning Strategies, *Reading Instruction, Secondary Education, Study Skills, Time Management, *Transitional Programs, Vocabulary Development
Identifiers—Florida A and M University

The Learning Development and Evaluation Center (LDEC) at Florida A&M University offers students with specific learning disabilities the

opportunity to succeed in postsecondary education. LDEC provides psychoeducational assessments upon which an individualized educational plan is based. Guidelines encompass initial screening procedures, ongoing evaluation, and recordkeeping. Courses required for each of four terms to correct reading problems include learning strategies, content course reading, study skills, and vocabulary improvement. Areas of emphasis for planning successful transitions between secondary and postsecondary programs include teaching students to use their time efficiently; cope with problems in a mature manner; and develop personalized study strategies to improve goal setting, monitoring, and self-evaluation techniques. A cooperative network of secondary and postsecondary support persons is critical to transition success. (CL)

ED 287 227 EC 200 532
Hall, Julia, Ed. And Others
Legal Rights & Intellectual Disability: A Short Guide.
Redfern Legal Centre (Australia). Intellectual Disability Rights Service.
Report No.—ISBN-0-9595703-5-7
Pub Date—86
Note—93p.; Funded by the Law Foundation of New South Wales, Australia.
Available from—Redfern Legal Centre Publishing, 18 George St., Redfern, 2016, Australia ($16.00).
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Accessibility (for Disabled), Advocacy, *Civil Liberties, *Civil Rights, Consumer Protection, Crime, Estate Planning, Foreign Countries, Housing, *Learning Disabilities, *Legal Problems, *Mental Retardation, Money Management, Sheltered Workshops, Social Discrimination
Identifiers—*Australia (New South Wales)
The book examines actions that may be taken to redress wrongs illegally perpetrated against people with intellectual disabilities in New South Wales, Australia. Ten topic areas are addressed (sample subtopics in parentheses): protecting rights (complaints to government departments, use of the ombudsman); discrimination (legal aid); personal relationships (marriage, having children, adoption); sheltered workshops (legislation, work contracts, discrimination and harassment); housing (controls over residential facilities); guardianship and money management for adults (informal and formal money management); wills (trustees, income tax, wills for intellectually disabled people); crime and the intellectually disabled (defenses, police, confessions); consumer protection (unfair contracts, legal effect of incapacity); and care givers (physical interference, negligence). (CL)

ED 287 228 EC 200 533
Newman, Slater E. And Others
Rate of Learning Braille with the Left and Right Hand.
Pub Date—Aug 86
Note—10p.; For a related document, see EC 200 534.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Braille, College Students, Higher Education, *Lateral Dominance, *Learning Processes, Sex Differences, *Tactual Perception, Time Factors (Learning), *Visual Impairments
Identifiers—Handedness
Two studies examined the effects of handedness on braille learning. Experiment 1 featured 64 sighted undergraduates at North Carolina State University, all of whom were right-handed and had no experience with braille. Results revealed that females outperformed males, but that, contrary to expectation, no significant effects of handedness were found. In experiment 2, involving 48 right-handed undergraduates (all male), the rate of learning for subjects who studied and were tested with the same hand was greater than for those who used different hands. However, neither the main effect of study hand nor of test hand was significant. Methodological differences which may account for discrepancies in previous research, in which significant effects on braille learning for handedness were found, are suggested. (CL)

ED 287 229 EC 200 534
Newman, Slater E. And Others
Judging Dot Numerosity in Haptically-Examined Braille Symbols: Further Experiments.
Pub Date—Aug 86
Note—9p.; For a related document, see EC 200 533.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Braille, College Students, Higher Education, Learning Processes, *Prompting, *Tactual Perception, Time Factors (Learning), *Visual Impairments
Two experiments, each involving 96 sighted undergraduates, investigated the effects on braille learning of presenting information about the number of dots a symbol contains at the beginning of the study interval (prompting condition). In study 1, prompting was compared with presenting no information during the study interval. In experiment 2, prompting was compared with presenting such information at the end of the study interval (confirmation condition). Effects of length of the study and test interval were also analyzed. Results revealed that presenting information at the beginning of a study interval about the number of dots a symbol contains led to better performance than either presenting such information at the end or not presenting such information at all. Underestimations were more prevalent than overestimations when dot numerosity was presented at any time during the study interval. Finally, item difficulty was directly related to the number of dots an item contained. (CL)

ED 287 230 EC 200 535
Spoto, Philip M. And Others
Self-Concept, Social Skills, and Teacher Ratings of Behavior as Predictors of Depression in Learning Disabled Children.
Pub Date—Apr 87
Note—19p.; Paper presented at the Southwestern Psychological Association (33rd, New Orleans, LA, April 16-18, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anxiety, *Behavior Patterns, *Depression (Psychology), Elementary Education, *Emotional Problems, *Learning Disabilities, *Prediction, *Self Concept, Self Evaluation (Individuals), Underachievement
The role of depression as related to symptoms of social behavior, teacher ratings of behavior and intellectual ability was examined for 58 children (7-14 years old) with learning disabilities. Subjects were administered the Children's Depression Inventory, and those (N=16) scoring one standard deviation below the mean were designated nondepressed, while those (N=12) scoring one standard deviation above the mean were designated depressed. Additional instruments used were the Piers-Harris Children's Self-Concept Scale and the Matson Evaluation of Social Skills with Youngsters. A stepwise discriminant analysis revealed that the following 11 variables combined to yield significant discrimination between groups: age; anxiety, happiness/satisfaction, and intellectual/school status clusters; impulsive/recalcitrant, appropriate social skills, jealousy/withdrawal, and inappropriate assertiveness factors; and immaturity and disturbed peer relations and the Wechsler Intelligence Scale for Children-Revised Performance IQ. Findings supported the use of self-report measures of depression and social skills to identify behavior problems and underlined the importance of considering the possibility that depression contributes to or produces academic underachievement. (CL)

ED 287 231 EC 200 536
Educating Children with Handicapping Conditions in New York State. 1987-1989. The New York State Plan, July 1, 1986 to June 30, 1989.
New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.
Pub Date—Mar 86
Note—164p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Agency Cooperation, Coordination, Court Litigation, Delivery Systems, *Disabilities, Due Process, Early Childhood Education, *Educational Policy, Elementary Secondary Education, Federal State Relationship, *Legislation, Limited English Speaking, Private Schools, Program Development, Rural Areas, *Special Education, State Departments of Education, *State Programs, State School District Relationship, Urban Schools
Identifiers—Incarcerated Youth, *New York
The state plan for the education of children with handicapping conditions required by P.L. 94-142, the Education for All Handicapped Children Act, specifies goals, priorities, and programs of New York State. Following submission statements and certifications, a section on the purpose of the plan lists learning goals for all children in the state and provides detailed information on specific handicapping conditions and related programs and services. The policy of least restrictive environment is addressed. An overview section highlights such topic areas as early childhood special education, problems in urban and rural settings, incarcerated handicapped youth, and coordination among agencies serving handicapped children. Another section on guaranteeing handicapped children's rights describes federal and state laws and regulations regarding the education of handicapped children. Two separate sections address New York's public and nonpublic school system and the State Education Department, Office for Education of Children with Handicapping Conditions respectively. The final section presents a detailed picture of how the state will meet its responsibilities for educating students with handicapping conditions. The plan is organized according to six foci: monitoring, training, technical assistance, information dissemination, direct services, and funding. Statewide totals for children served are appended. (CL)

ED 287 232 EC 200 537
Giddings, Louise R.
Teaching Reading to Educable Mentally Handicapped Students.
Pub Date—[86]
Note—19p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Imitation, *Mild Mental Retardation, Oral Reading, *Phonics, *Reading Comprehension, *Reading Instruction, *Teaching Methods
Identifiers—*Reading Fluency
Reading instruction for educable mentally handicapped students requires the use of flexible learning strategies and teaching techniques for basic sight word training; instruction in phonic analysis, structural analysis, and contextual analysis; comprehension lessons; and fluency development. Sample techniques (for fluency development) include imitative reading, repeated readings, chunking, paired readings, and neurological impress. (DB)

ED 287 233 EC 200 538
Erdman, Richard D. Manning, Timothy J.
PROVE Schools: The Extended School Day Program; A Study in Programming Philosophy & Direction.
Proviso Area for Exceptional Children, SEJA #803, Maywood, IL.
Pub Date—23 Apr 87
Note—31p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th , Chicago, IL, April 20-24, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Behavior Disorders, *Discipline Policy, *Extended School Day, High Schools, Program Descriptions, Punishment, Reinforcement, *Severe Disabilities, Special Schools
Identifiers—*Detention
The paper describes the PROVE School, an alternative high school providing behavioral and academic programming using an extended school day concept for profoundly behavior disordered students in Proviso township, Maywood, Illinois. The extended day concept of crisis intervention (in which students are allowed to leave school for the day only when they demonstrate socially acceptable standards of conduct) is combined with a continuum of positive and negative consequences. Positive program components include a behavior modification point system, regular positive social reinforcement, and positive staff interaction on a one-to-one basis. Among negative approaches to programming are loss of points, time after regular school hours, and physical restraint when necessary. Program terminology is explained and includes "child finds" (to combat truancy), "late night and overnight coverage" (when students are required to remain after school hours), "activity coverage" and "good

times" (reinforcing activities tailored to individual student preferences). The literature on the extended school day concept is briefly reviewed and results are given of a survey of 25 area alternative schools for the following: length of detention programs, after school programs, faculty meetings and parent meetings, and faculty compensation methods and future plans. Finally, present operational practices of the extended day programming are detailed for each of the program components. (DB)

ED 287 234 EC 200 539
Dulle, Paul And Others
Evaluation: A Cooperative Process.
Southwest Cook County Cooperative Association for Special Education, Oak Forest, IL.
Pub Date—Apr 87
Note—6p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Elementary Secondary Education, *Evaluation Methods, *Self Evaluation (Individuals), *Special Education Teachers, *Teacher Evaluation, *Teacher Supervision
A cooperative professional evaluation system developed by the Southwest Cook County (Illinois) Cooperative Association for Special Education is described. The development of the system is outlined including writing of generic and specific job descriptions and determination of a philosophy of evaluation which identified the following purposes: improving special education, identifying areas of growth for each professional, and aiding administrative decisions. The final process involves a pass-fail rating system for basic competencies, a specific remedial program for teachers who do not achieve the acceptable rating, and an individual self-evaluation in which supervisors and the individual identify areas of growth and areas needing attention for the following year. The system accomplishes such objectives as reduction of morale problems caused by the previous norm-referenced/comparative system, focus on staff improvement, and consistency with the human resources model of supervision. (DB)

ED 287 235 EC 200 540
Social Security: State Vocational Rehabilitation Agencies' Reimbursement for the Disabled. Briefing Report to the Chairman, Subcommittee on Social Security, Committee on Ways and Means, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/HRD-87-36BR
Pub Date—Feb 87
Note—13p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free; additional copies $2.00 each; 25% discount for 100 or more copies to one address).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Federal Aid, *Federal Legislation, *Federal State Relationship, Public Agencies, *Vocational Rehabilitation
Identifiers—*Social Security Act Amendments 1981
This brief report to the U.S. General Accounting Office addresses problems associated with the Social Security Administration's (SSA) reimbursement, under the 1981 amendments to the Social Security Act, of state vocational rehabilitation agency expenses. Results of interviews with SSA and state officials as well as analysis of statistical data and sample reimbursement claims indicate that current SSA funding provides little incentive to work with disabled persons covered under the Social Security Disability Insurance (SSDI) program. Among problems identified are lack of motivation on the part of SSDI beneficiaries (because they are older and more severely disabled than other clients); difficulty in satisfying SSA criteria for reimbursement; and cumbersome procedures for claimant reimbursement. Suggestions include liberalizing the reimbursement rules and speeding the processing of reimbursement claims. (DB)

ED 287 236 EC 200 541
Schearer, Mary
A Review of Chapter 53 Screening.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Oct 86
Note—61p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Disabilities, Elementary Secondary Education, *Gifted, *Handicap Identification, *Limited English Speaking, *Screening Tests, State Programs, *Talent Identification
Identifiers—*Chapter 53 (New York), New York (New York)
This research report provides an evaluation of a screening program to identify potentially gifted or handicapped children among new entrants to New York City schools. Chapter 53 of the New York State Education Laws (1980) requires screening of students in the areas of physical development, cognitive skills, receptive and expressive language, articulation, and gross and fine motor skills. The overall aim of the review here reported was to determine the need for a more comprehensive evaluation. The evaluation consisted of a survey of screening staff, technical analysis of the screening instruments used, and a review of the reliability and validity data for the primary level screening instrument, the Brigance K and 1 Screen. Findings indicate that 15% of New York City students are involved each year in screening, of whom 57% are kindergarten or grade 1 students; and that 85% of the English speaking (but only 63% of the limited English proficient students) were fully screened by the end of the school year. Among recommendations the following are stressed: the need for centrally issued specifications on program objectives; the consideration of screening purposes in the establishment of cutoff scores; and the provision of equitable screening for limited English proficient students. (DB)

ED 287 237 EC 200 542
A Compilation of Federal Education Laws: Volume II–Elementary and Secondary Education, Education of the Handicapped, and Related Programs. As Amended through December 31, 1986.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—Mar 87
Note—411p.; Serial No. 100-E. Parts of the document contain small print. For volume I, see ED 268 620.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Adult Education, American Indian Education, Bilingual Education, Deafness, Developmental Disabilities, *Disabilities, Drug Abuse, *Elementary Secondary Education, Federal Aid, *Federal Legislation, Females, Libraries, Special Education
The compilation provides the full texts of federal legislation related to elementary secondary education and education of the handicapped and related programs. The following statutes are included: "Act of November 2, 1921" (Snyder Act); "Act of April 16, 1934" (Johnson-O'Malley Act); "Adult Education Act"; "Allen J. Ellender Fellowship Program"; "Anti-Drug Abuse Act of 1986, Title IV"; "Bilingual Education Act"; "Developmental Disabled Assistance and Bill of Rights Act, Section 204"; "Education Amendments of 1978, Title XI–Indian Education"; "Education Consolidation and Improvement Act of 1981"; "Education for Economic Security Act"; "Education of the Deaf Act of 1986"; "Education of the Handicapped Act"; "Elementary and Secondary Education Act of 1965"; "Emergency Immigrant Education Act of 1984"; "Federal Property and Administrative Services Act of 1949"; "Handicapped Children's Protection Act of 1986"; "Human Services Reauthorization Act (Title IX)"; "Indian Education Act"; "Indian Education Assistance Act"; "Indian Elementary and Secondary School Assistance Act"; "Indian Self-Determination and Education Assistance Act"; "Library Services and Construction Act"; "National Commission on Libraries and Information Sciences Act"; "Omnibus Budget Reconciliation Act of 1981, Section 505"; "Public Law 95-134" (Consolidated Grants to Insular Areas); "Public Law 815, 81st Congress" (Impact Aid); "Public Law 874, 81st Congress" (Impact Aid); "Refugee Education Assistance Act of 1980"; and "Women's Educational Equity Act of 1978." (DB)

ED 287 238 EC 200 543
Bryant, Jeffrey T. And Others
Oddity Learning in Developmentally Delayed Children: Facilitation by Means of a Stimulus Familiarity Intervention.
George Peabody Coll. for Teachers, Nashville Tenn. John F. Kennedy Center for Research on Education and Human Development.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date—Apr 87
Grant—HD15051; HD18754
Note—26p.; Paper presented at the Biennial Meetings of the Society for Research and Development in Children (Baltimore, MD, April 23-26, 1987).
Available from—George Peabody College, Vanderbilt University, Box 40, Nashville, TN 37203.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Development, *Concept Formation, *Developmental Disabilities, *Discrimination Learning, *Perceptual Development, Preschool Education, *Training Methods
The study examined the effectiveness of enhancing perceptual differentiation in the training of four developmentally delayed preschool children who were so low-functioning that they did not demonstrate oddity responding (ability to choose one distinct stimulus from a group of identical stimuli). Instead of the Arabic numerals used in the original study, subjects were provided with a specific line drawing surrounded by eight other identical line drawings. Drawings were of common objects. Under these conditions the previously unsuccessful children demonstrated statistically significant increases in percentage of correct oddity responses immediately upon introduction of the arrays of familiar stimuli. Results suggest that enhancement of perceptual differentiation can facilitate relational learning of the type required by the oddity task. (Author/DB)

ED 287 239 EC 200 544
Gartner, Alan Lipsky, Dorothy Kerzner
The Transition from School to Post-Secondary Education & Training: A Resource Guide for Students with a Disability.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—May 87
Note—85p.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Agencies, Delivery Systems, *Disabilities, *Education Work Relationship, Higher Education, High Schools, Vocational Education
Identifiers—*New York (New York)
Intended for disabled high school students in New York City, the guide to transition from high school to further education and training focuses on seven topics: planning, assessment, certification, education and training services, auxiliary services, funding, and advocacy. A timeline suggests ages and sources of assistance for such actions as obtaining a social security card, applying for supplemental security income, and registering to vote. The topic sections typically include a discussion, suggestions, and a listing of New York City resources. Also included are information and recommended resources on employment services, and a list of major organizations offering specific or general services, including the City University of New York Catholic Charities, and Centers for Independent Living. Finally, the guide provides addresses of national organizations, a list of suggested publications, and additional sources of occupational information. An index of all New York City agencies listed completes the guide. (DB)

ED 287 240 EC 200 545
McCullagh, James G., Ed. McCullagh, Cheryl A., Ed.
School Social Work Interventions with Behaviorally Disordered Children: Practical Applications of Theory.
Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
Pub Date—87
Note—319p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Administration, Agency Cooperation, *Behavior Disorders, Elementary Secondary Education, Family Counseling, Group Counseling, Interpersonal Competence, *Intervention,

Parent Counseling, Preschool Education, *School Counseling, *School Social Workers, Social Support Groups, *Social Work, Theory Practice Relationship, Trend Analysis
Identifiers—Iowa
The handbook, intended for school social workers and related services personnel in Iowa who work with behavior disordered students, consists of 21 papers organized into four sections. The first section provides an orientation to behavior disorders in two papers: "Behavioral Disorders in Iowa–An Overview" (Carl R. Smith and Jeff Grimes); and "Behavioral Disorders–An Empirical Approach for Social Workers in Schools" (Paula Allen-Meares). The second section focuses on intervention in seven papers: "Systematic Observation of Students for the School Social Worker" (Catherine Nelles Moon); "Task-Centered Treatment with Behaviorally Disordered Students" (Kate McElligatt); "A Social Systems Model for Short-Term Counseling Intervention with Individual Behaviorally Disordered Students" (C. Joan Heifner); "Administrative Intervention–Procedures for Working with Disruptive Students" (John C. Downs and Donald D. Black); "Intervention by Prescription in the Preschool–A Preventive Model" (Cheryl A. McCullagh); "Services to Families of Young Behaviorally Disordered Children" (Charlene Struckman); and "School Social Work Interventions with Families–Problems and Prospects" (Kyle V. McCard). The third section examines group services in six papers: "Group Work in the Schools" (Marvin Bryce and Phil Piechowski); "Teaching Social Skills to Behaviorally Disordered Students" (Steven C. Heer); "Social Clubs for Behaviorally Disordered Students" (Mary Lee Waggoner); "The Effectiveness of Parent Groups" (Robert J. Gallagher); "Making Parent Support Groups Work for Behaviorally Disordered Students" (Alvin J. Flieder); and "Supportive Services to Parents of Autistic Children in Local Communities" (Sarah F. Messmer). The fourth section looks at changing trends in six papers: "Using Coordination to Maximize Services–A Multi-Agency and Case Management Approach" (Ronda Parks Armstrong); "Multi-Agency Planning for Behaviorally Disordered Students" (Richard A. Rosenkrans); "The School Social Work Practitioner as Researcher" (James G. McCullagh); "Practitioner Interventions at the National Level" (Isadora Hare); "Revitalizing School Social Work–Conserving Energy and Expanding Services to Children with Behavioral Disorders" (Barbara E. Jacobsen); and "School Social Work Services–A Look Toward the Future" (I. Lorraine Davis). (DB)

ED 287 241 EC 200 546
Kelemen-Lohnas, Eve J.
The Impact of Teacher and Student Variables in Predicting Referral to Special Education.
Pub Date—Apr 87
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Decision Making, Elementary Education, Interpersonal Competence, *Learning Disabilities, Motivation, *Referral, Student Characteristics, *Student Evaluation, *Student Placement, *Teacher Attitudes
The study investigated factors responsible for referral and placement of elementary grade learning disabled students. Nine teachers with a total of 212 students rated students for such factors as teachability, motivation, social skills, and academic potential. Other measures included the Home Language Survey and the Comprehensive Test of Basic Skills. Discriminant analyses were performed to determine: (1) factors which differentiate referred and nonreferred students; and (2) an equation to distinguish between referred students placed in special programs and those not placed. Students who had not been referred were classified to determine whether they would have been placed by the formula if referred. Results included the following: the best predictor of referral was the teacher's evaluation of the student's ability to perform in a regular class the following year; the best predictor of referred students actually placed in special education was the teacher's rating of the child's level of motivation during class activities. Results supported previous findings that the teacher's decision to refer is the major factor in special education placement and that a decision making strategy known as anchoring (in which most credence is given to initial information) appeared to be operating. (DB)

ED 287 242 EC 200 547
Hansford, Susan J. And Others
Intellectually Gifted Learning Disabled Students: A Special Study.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-174-9
Pub Date—87
Contract—400-84-0010
Note—146p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($12.85, Stock No. B625).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Elementary Secondary Education, *Gifted Disabled, Handicap Identification, Instructional Development, *Learning Disabilities, *Metacognition, Program Development, Referral, *Student Characteristics, *Student Evaluation, Talent Identification, *Underachievement
The Intellectually Gifted/Learning Disabled Project investigated characteristics of this population and implications for educational programming. Twenty-three children, aged 7 to 16 years old, were identified through a referral process involving schools and parents. Only two subjects were female. A detailed analysis of school records; individual assessments of cognitive, affective, and language abilities; and parent interviews were utilized. An instructional component was designed to provide an appropriate and motivating educational program focusing on computer education; affective development; and a study of the brain, learning, and behavior. Among conclusions of the project were the following: that most schools identified students who were underachieving gifted children rather than learning disabled students (who would be expected to exhibit verbal-performance scale discrepancies and large amounts of subtest scatter); that successful learning disabled gifted individuals overcome their deficits by compensating with strengths; and that learning disabled gifted children may "alter the processing" of information by developing strategies using preferred performance modes. Among eight recommendations were the following: evaluate strengths and weaknesses in information processing; assist the development of metacognitive strategies; teach students to compensate for weaknesses by using strengths; develop higher order problem solving and information processing skills. (DB)

ED 287 243 EC 200 548
Lichtenstein, Stephen
Transition Issues: Post-School Employment Patterns of Handicapped and Nonhandicapped Graduates and Dropouts.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—21 Apr 87
Contract—300-85-0160
Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Dropouts, *Educational Needs, *Education Work Relationship, *Employment Level, Followup Studies, Graduate Surveys, High Schools, *Mild Disabilities, Models
The study investigated job-related outcomes experienced by young adults self-identified as handicapped, selected from the 1980 Sophomore cohort of the High School and Beyond data set. The study examined aspects of transition from school to work in the first job after high school and group differences associated with these variables. Also examined was the incidence of dropping out by handicapped individuals. Results indicated there were significant differences in employment status and the occupational job clusters in which former students became employed, with those identifying themselves as learning disabled or hearing or speech impaired most often in full-time employment and least often in postsecondary educational programs. The health impaired were least likely to be employed. Findings on dropout rates among the handicapped students varied considerably, with the rate of some groups (learning disabled and hearing impaired) far exceeding the rate of their nonhandicapped peers. Results supported previous findings that limited education and unemployment are likely outcomes for mildly handicapped students. Results have implications for transition models such as the three bridge model of the Office of Special Education and Rehabilitation and suggest a current inability of the service delivery structure to assist mildly handicapped students in their transition to postsecondary education or work. (Author/DB)

ED 287 244 EC 200 549
Siciliano, Ellen And Others
Project PIPE and Special Education Quality Indicators. Project PIPE Resource Manual: A Parent Educator Partnership Project.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date—86
Grant—G008400596
Note—130p.; Produced by Parent Educator Collaborative Consortium: Parents in Partnership with Educators. Document printed with blue ink which may not reproduce well.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Curriculum Evaluation, Delivery Systems, *Disabilities, Educational Environment, Educational Facilities, Elementary Secondary Education, *Evaluation Methods, *Parent Participation, *Parent School Relationship, *Program Evaluation, School Effectiveness, Special Education, Staff Development
Identifiers—*Parents in Partnership with Educators
The manual is intended for inservice training of parents and professional teams in reviewing and rating, from a parent perspective, the existing quality of special education programs for handicapped students. Each team consists of three parents and one educator who receive training in the application of quality indicators previously developed by parents and project staff. Eighty questions comprise the quality indicators for school effectiveness, school climate, curricula/delivery, personnel development, home-school interaction, services, physical plant, and planning. The invitational quality review is planned to be accomplished in 10.5 days. The manual provides detailed instructions, relevant forms, and guidelines for team members on the following evaluation components: planning; conducting an on-site review; preparing individual ratings and summary; preparing team consensus of the overall quality of intermediate unit programs and preparation for the exit conference; conducting the exit conference; following up on the exit conference; and training additional parent/educator teams. A brief pamphlet describing Project PIPE is appended. (DB)

ED 287 245 EC 200 552
Heath, Robert W. And Others
Hearing Dysfunction in Hawaiian Preschoolers: Its Relation to Educational Achievement and Family Characteristics.
Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HA.
Pub Date—Jan 87
Note—44p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Auditory Evaluation, Auditory Tests, Ethnic Groups, Etiology, *Handicap Identification, *Hawaiians, *Hearing Impairments, Language Handicaps, Language Tests, *Partial Hearing, Preschool Children, Preschool Education, *Screening Tests, Special Health Problems
Identifiers—Hawaii (Honolulu), *Otitis Media
Ninety-three indigenous Hawaiian or part-Hawaiian preschoolers were screened for hearing dysfunction; approximately 85 percent of the children failed the screening, which included pure-tone audiometry, tympanometry, and otoscopy. The research literature indicates that from 30 to 35% of all children experience recurring episodes of "silent" otitis media during the preschool years, with enduring hearing effects for weeks or months following each episode. The screening results noted in the present study were felt to be valid because the findings were congruent among the three screening techniques, and the children who failed the screening tended to have lower scores on tests of language skills (the Peabody Picture Vocabulary Test and five tests

from the circus battery). The poor performance was still apparent when the children were retested 8 months after the screening. Though Hawaiian children were more likely to fail the hearing screening than non-Hawaiian children, generally no relationships between family characteristics (such as sibling-set size or income) and hearing dysfunction were found. Certain ethnic groups may be at greater risk than the general population. As a medical solution to this problem is not forthcoming, educators must take the responsibility to develop techniques that are useful in counteracting the consequences of hearing dysfunction (primarily diminished language competence), even though the effectiveness of such techniques has not been proved. (JDD)

ED 287 246 EC 200 553
Shearer, Ann
Looking Forward: Report on an ILSMH Symposium on the Future Role of Voluntary Associations (Madrid, Spain, November 1984).
International League of Societies for the Mentally Handicapped, Brussels (Belgium).
Pub Date—85
Note—52p.; For related document, see EC 200 554. Printed on grey paper.
Available from—I.L.S.M.H. Secretariat, Avenue Louise 248 Bte. 17, B-1050 Brussels, Belgium (U.S. $5.00).
Pub Type— Reports - Descriptive (141) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Advocacy, *Agency Role, Foreign Countries, Leadership, *Mental Retardation, Organizational Development, *Organizational Effectiveness, Organizational Objectives, Planning, *Social Services, *Voluntary Agencies
This report provides an account of the discussions and issues from a symposium held by the International League of Societies for Persons with Mental Handicap in November, 1984. It describes: (1) the role of voluntary organizations in the future; (2) the need for strong advocacy of the organization's goals; (3) the issue of whether voluntary organizations should be service providers, service obtainers, change agents, or monitors of quality; (4) the need for involvement of more parents, more mentally handicapped, more professionals, and more members of the public; (5) the importance of planning for future development of the organization; and (6) the question of leadership. (JDD)

ED 287 247 EC 200 554
Miles, Mike
Profound Mental Handicap: The Ultimate Challenge. A Report on the Proceedings of an International Conference (Madrid, Spain, November 1984).
International League of Societies for the Mentally Handicapped, Brussels (Belgium).
Pub Date—85
Note—89p.; For related document, see EC 200 553. Printed on grey paper.
Available from—I.L.S.M.H. Secretariat, Avenue Louise 248 Bte. 17, B-1050 Brussels, Belgium (U.S. $7.00).
Pub Type— Reports - Descriptive (141) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Advocacy, Coping, *Family Involvement, Foreign Countries, *Human Services, Interdisciplinary Approach, *Severe Mental Retardation, Social Action, Social Responsibility, *Social Support Groups
This report synthesizes the discussions which took place at an international conference on profound mental handicap held in Madrid, Spain (November, 1984). An overview of the issues involved in helping people with profound handicaps cites several positive trends, such as education for all, family support services, home visitations by direct care practitioners, parents' active participation in their child's development, deinstitutionalization, employment opportunities, and the individual program plan. A chapter entitled "What Happens at Present" focuses on the ways in which parents of profoundly mentally handicapped children acquire factual information, cope with community reactions in a world designed for "normal" people, and handle deinstitutionalization and the costs of raising a handicapped child. A subsequent chapter looks at successful developments in the areas of interdisciplinary approaches, improved counseling, assessment procedures, communication and social behavior, personnel training, and integrated regional planning. The moral, biological, philosophical, and aesthetic arguments for taking action are also presented. A final chapter called "Getting It Done" discusses resources available for dealing with government bureaucracies, public attitudes, the media, and financial needs. A list of Conference recommendations concludes the report. (JDD)

ED 287 248 EC 200 555
In the Matter of Joesph Kirsh, a Resident of Craig Developmental Center. A Report.
Mental Hygiene Medical Review Board, New York, NY.; New York State Commission on Quality of Care for the Mentally Disabled, Albany.
Pub Date—Feb 87
Note—56p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adults, Advocacy, *Decision Making, Institutionalized Persons, Legal Responsibility, Males, *Medical Care Evaluation, Medical Case Histories, *Medical Evaluation, Physician Patient Relationship, Quality of Life, *Residential Care, Residential Institutions, *Severe Mental Retardation, State Agencies
Identifiers—New York
The report investigates the medical background and circumstances surrounding the death of a severely retarded adult male who was a resident of a community developmental center in New York State. It illustrates the complex medical, legal, and ethical issues involved in medical decision making on behalf of persons unable to provide informed consent. The report chronicles the patient's institutional history, the medical treatment he received at two different hospitals outside the developmental center, communication with a family member, postoperative condition and treatment, and autopsy results. A mental hygiene medical review board concluded that the condition of the patient while in residence at the community facility deteriorated significantly over the course of a few years. Decisions involving consent for major medical procedures were also questioned. Among seven review board recommendations were the following: (1) the Office of Mental Retardation and Developmental Disabilities should clarify, through specific policy statements and guidelines, who should be consulted with respect to medical care decisions on behalf of an incompetent client; (2) the community developmental center should evaluate its treatment planning process to assure that periodic multidisciplinary treatment reviews address all client needs and assess any observed changes in clients. (JW)

ED 287 249 EC 200 556
Tower, Cynthia Crosson
How Schools Can Help Combat Child Abuse and Neglect. Second Edition.
National Education Association, Washington, D.C.
Report No.—ISBN-0-8106-3295-0
Pub Date—87
Note—224p.
Available from—NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($10.95, paperback–ISBN-0-8106-3295-0; $19.95 hardcover–ISBN-0-8106-3296-9; Stock No. 3295-0).
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Agency Cooperation, *Child Abuse, *Child Neglect, Community Resources, Court Litigation, Elementary Secondary Education, Family Problems, Family Violence, Interprofessional Relationship, Juvenile Courts, *Parent Child Relationship, *Prevention, School Responsibility, *Sexual Abuse, Teacher Responsibility
The book provides information to teachers and other school personnel regarding the detection and reporting of child abuse. Eleven chapters address the following topics: (1) "How to Recognize Physical and Emotional Abuse and Neglect"; (2) "How to Recognize Sexual Abuse"; (3) "The Reporting Process" (state reporting laws, school reporting policy, protective agencies); (4) "How to Validate Suspicion of Child Abuse" (documentation, analyzing data, consulting other professionals, teacher's checklist); (5) "After the Report" (protective agency decisions); (6) "Court Appearances"; (7) "How to Help the Child Beyond Reporting" (individual and classroom help, communicating with the social worker); (8) "The Child's Family" (understanding parents who are physically abusive, neglectful, sexually abusive, or emotionally abusive); (9) "How to Help the Child by Helping the Family"; (10) "Prevention: The Hope for the Future" (prevention program materials and resources); (11) "Prevention: Concerns and Evaluation" (a series of five reprints of articles on children's developmental stages, multicultural concerns, and prevention program evaluation). The appendices include abuse and neglect statistics, additional article reprints, sample reporting form, and listings of national organizations and the child protective service agency in each state. (JW)

ED 287 250 EC 200 557
Evaluation of the Special Education Program, 1984-85 School Year. Effectiveness of Modifications of the Regular Program as Alternatives for Special Education. Report No. 3.
Sacramento City Unified School District, CO. Administrative and Evaluation Services Office.
Pub Date—31 Jul 85
Note—20p.; Some charts contain small, broken type.
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Modification, *Behavior Problems, *Classroom Techniques, Elementary Secondary Education, *Individualized Instruction, Individual Needs, *Instructional Effectiveness, *Learning Problems, *Learning Strategies, Prevention, Referral, Student Placement
The study examined the effectiveness of strategies and instructional interventions used in the regular classroom setting in one California school district (1984-85) before students were referred to special education. Findings of a survey of 61 teachers from 41 schools indicated that the three most frequently applied strategies were individualized instruction or attention, group activities (cooperative student activities, small group instruction) and the use of special curriculum materials. The three most effective strategies were identified as using special materials, behavior modification (praise, rewards, or a behavior monitoring system), and group activities. Similar strategies were used by teachers at all school levels (elementary, middle, and secondary). (JW)

ED 287 251 EC 200 558
Marcell, Michael M.
Attention and Short-Term Memory in Down's Syndrome.
Pub Date—Apr 87
Note—8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attention Span, *Auditory Stimuli, *Discrimination Learning, *Downs Syndrome, Elementary Secondary Education, *Short Term Memory, *Visual Stimuli
Identifiers—*Distraction
To determine whether Downs Syndrome (DS) persons' recall could be improved by procedures that minimized auditory and visual distractions during auditory memory tasks, 16 DS, 12 non-DS mentally retarded and 12 non-mentally retarded persons (mean ages 16, 16, and 5 years, matched for mental age) listened to, looked at, and tried to remember digit sequences. Although the three groups did not differ in their recall of visually presented stimuli, DS subjects showed significantly poorer recall of auditorially presented stimuli than the other two groups (which did not differ). Furthermore, the poor auditory memory of DS subjects did not improve under testing conditions designed to minimize auditory and visual distractions. Results suggested that poor auditory short-term memory for verbal information is tied more closely to DS than to low intelligence in general, and is not caused by a special susceptibility of DS individuals to attentional distractors. (Author/CL)

ED 287 252 EC 200 559
Cruz, Maria del C. Ayala, Myrna
Developmental Variables and Speech-Language in a Special Education Intervention Model.
Pub Date—Apr 87
Note—53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Case Studies, Foreign Countries, *In-

tervention, *Language Handicaps, Motor Development, Perceptual Development, Preschool Education, Program Effectiveness, Social Development, Special Education, *Speech Handicaps
Identifiers—Puerto Rico
Case studies of eight children with speech and language impairments are presented in a review of the intervention efforts at the Demonstration Center for Preschool Special Education (DCPSE) in Puerto Rico. Five components of the intervention model are examined: social medical history, intelligence, motor development, socio-emotional development, and speech-language development. Data are presented in terms of characteristics of the child before attending the Center (input), while attending the Center (process), upon leaving the Center (product), and after leaving the Center (follow-up). Results produced seven recommendations, including the need to focus on perceptual motor development concurrently with stress on speech-language therapy; the importance of providing rich experiences at an early age to bolster self-esteem; and the usefulness of the Vineland Adaptive Behavior Scales to assess various areas of development. (CL)

ED 287 253 EC 200 560
Thomas, Terry A.
CSUS Academic Talent Search Follow-Up Report: After the First Four Years.
Pub Date—Apr 87
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Acceleration (Education), Followup Studies, *Gifted, Junior High Schools, *Program Effectiveness, Self Concept, *Summer Programs
Identifiers—*Academic Talent Search Program
A study investigated the long-term impact of acceleration on academically talented youth. Twenty-three females and 20 males completed questionnaires about the California State University at Sacramento (CSUS) Academic Talent Search Program they had attended 4 years previously as junior high students. Students reported on the experiences, academic achievements, and affective changes they attributed to their Academic Talent Search participation. Responses were analyzed using frequency distribution and cross tabulation tables. Students viewed academic acceleration through the program as highly positive. Participation was associated with positive changes in attitude toward academic subjects, school, and self. Social relationships and emotional stability showed favorable rather than unfavorable changes. The students were active in a wide variety of extracurricular activities, had positive self-concepts, viewed themselves as having control of their lives, and had formulated plans for the future, including career goals. (CL)

ED 287 254 EC 200 561
Vargha-Khadem, Faraneh
Is There a Sensitive Period for the Establishment of Linguistic Functions in the Right Cerebral Hemisphere?
Pub Date—Apr 87
Note—9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adventitious Impairments, *Age Differences, *Brain Hemisphere Functions, Congenital Impairments, Elementary Education, *Injuries, *Neurological Impairments, *Spelling, Time Factors (Learning)
Spelling performance was compared for 50 children who had hemiplegia sustained either prenatally (N=32) or postnatally (N=18) and for four children with hemispherectomies. The group study of subjects with hemiplegia divided the children into four groups based on hemispheric side and age at injury. This approach sought to investigate quantitative differences between groups and normal controls. Another approach examined the existence of qualitative differences between subjects who had undergone hemispherectomies during various stages of childhood. Results indicated that postnatally acquired left hemisphere lesions led to significant deficits in spelling ability. The nature and extent of this deficit was demonstrated by comparing spelling performance of early and late left hemispherectomy cases with equivalent right-sided cases. The magnitude of the impairment was much more pronounced the later in life the left hemisphere injury was sustained. (Author/CL)

ED 287 255 EC 200 562
Career Ladders and a Training Model for the (Re)Training of Direct Service Workers in Community Based Programs for People with Developmental Disabilities. Revised Edition.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
Pub Date—Feb 87
Note—94p.; For the first edition, see ED 191 242.
Available from—New Careers Training Laboratory, City University of New York, 33 W. 42nd Street, Room 620N, New York, NY 10036 ($9.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Career Development, *Career Ladders, Community Programs, Community Services, Demonstration Programs, *Developmental Disabilities, *Inservice Education, Models, *Paraprofessional Personnel, Personnel Management, Program Development, *Staff Development, Task Analysis
The manual addresses the design and implementation of personnel practices for improving the preparation and performance of paraprofessionals who work with developmentally disabled persons in community-based settings. The first part of the manual describes components of a comprehensive system of career development (entry level positions, career ladders, inservice training, and education). A system of task analysis is presented for determining what jobs need to be performed to deliver quality services to clients, as well as where and how each job is to be performed. A section on developing job descriptions includes detailed examples. Career ladders for selected education and social work paraprofessionals are suggested in a section on designing career ladders. A combination of inservice training and postsecondary academic coursework is recommended, and specific content of a core curriculum is outlined with brief course descriptions and accompanying rationale. References and a list of instructional materials developed for training paraprofessionals who work with developmentally disabled persons conclude the document. (JW)

ED 287 256 EC 200 564
Ortiz, Alba A. Wilkinson, Cheryl Y.
Limited English Proficient and English Proficient Hispanic Students with Communication Disorders: Characteristics at Initial Assessment and at Reevaluation.
Texas Univ., Austin. Handicapped Minority Research Inst. on Language Proficiency.
Spons Agency—Department of Education, Washington, DC.
Pub Date—31 May 87
Contract—300-83-0272
Note—85p.; For Part I of this study, see ED 283 314.
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Bilingualism, *Communication Disorders, Communicative Competence (Languages), Diagnostic Tests, Educational Diagnosis, *Educational Testing, Elementary Education, *Hispanic Americans, Identification, *Language Proficiency, *Limited English Speaking, Second Language Instruction, *Student Evaluation, Student Placement, Student Records, Urban Schools
Identifiers—Texas
The document reports detailed results of an analysis of special education services provided in three urban school districts in Texas to 24 limited English proficient (LEP) Hispanic students and 28 English proficient Hispanic students (grades 2 through 5) who were classified as communication disordered. The focus of the study was on data collected from student records concerning students' first special education reevaluations and their subsequent educational placement. District, federal, and state policies were also examined. Among conclusions drawn were that students' English language proficiency was emphasized at initial and triannual evaluations, even though successfully distinguishing linguistic differences from speech or language disorders requires comparison of students' dual language skills. Pragmatic skills were rarely considered. Federal, state, and local policy or administrative guidelines fail to address specific procedures for safeguarding language minority students in the identification, assessment, and placement process. Procedures used by districts when LEP students were considered for continued special education placement were essentially the same as those used for English-speaking students. Language status was given little attention by assessment personnel or placement committees. Detailed recommendations are offered in the areas of native language assessment, triannual assessments, appraisal personnel, placement committees, and recommended research. (JW)

ED 287 257 EC 200 565
Gifted and Talented Students: An Overview. ERIC Digest #422.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Style, Creativity, Elementary Education, *Gifted, *Identification, Incidence, Intelligence, Intervention, Student Placement, *Talent
Identifiers—ERIC Digests
A brief overview of gifted and talented students touches on definitions of giftedness, typical characteristics of gifted and talented students, incidence in the school population, and educational alternatives. Lists of references for further reading, as well as organizational resources, are included. (JW)

ED 287 258 EC 200 566
Mental Retardation. ERIC Digest #423.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Etiology, *Identification, *Incidence, Intervention, *Mental Retardation, Student Placement, Teaching Methods
Identifiers—ERIC Digests
A brief overview of mental retardation defines the concept, discusses incidence in the general population, describes characteristics of mentally retarded individuals, and discusses educational implications. References for further reading, as well as organizational resources, are provided. (JW)

ED 287 259 EC 200 567
Elting, Susan Eisenbarth, Janet
Selecting Software for Special Education Instruction. Digest #439.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, *Computer Software, Computer Uses in Education, *Courseware, Decision Making, *Disabilities, Elementary Secondary Education, *Media Selection, Microcomputers
Identifiers—ERIC Digests
The process of selecting software for use with ex-

ceptional students focuses on two major issues: (1) how computers are to be used in the instructional process, and (2) whether the product selected is consistent with curricular goals. The content of instruction is shaped by its purpose: drill and practice; teaching new skills, concepts, and processes (tutorials); or problem-solving (e.g., educational games and simulations). Drill and practice courseware comprises over half of all software used in schools. Determining consistency with curricular goals is approached through collecting product information from outside sources (e.g., courseware reviews by educators) and through an internal evaluation of individual courseware packages by the school or district. Both instructional and technical features should be examined. Selected references and sources of software reviews and products are included in this brief information digest. (JW)

ED 287 260 EC 200 568
Elting, Susan Eisenbarth, Janet
Interactive Video for Special Education. Digest #440.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, *Disabilities, Elementary Secondary Education, *Interactive Video, *Videodisks
Identifiers—ERIC Digests
This brief analysis defines a videodisc, describes the term "interactive video" and distinguishes among three categories of videodisc systems, defined according to the level of interactivity they provide. Advantages and applications of videodisc (e.g., simulations) are noted. A final section describes selected projects focusing on the use of videodiscs in special education instruction. (JW)

ED 287 261 EC 200 569
Scott, Mary E.
Attention Deficit Disorder (ADD). Digest #445.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attention Deficit Disorders, Attention Span, *Behavior Disorders, *Educational Diagnosis, Educational Strategies, *Educational Therapy, Elementary Education, Hyperactivity, Interpersonal Competence, Motivation, Reinforcement, Remedial Instruction, Self Esteem
Identifiers—ERIC Digests
The term "attention deficit disorder" (ADD) is defined, criteria used by the American Psychiatric Association in diagnosing ADD are listed, and possible causes noted. Remediation needs of children with ADD include attention skills, self-esteem, and social skills. Early diagnosis is important, and teachers and parents need to identify effective reinforcement systems to deal with impulsivity and hyperactivity as well as specific skill deficits in perceptual and cognitive areas. Lists of general and specific remediation references conclude this brief analysis. (JW)

ED 287 262 EC 200 570
Zantal-Wiener, Kathy
Child Abuse and the Handicapped Child. Digest #446.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Abuse, *Child Advocacy, Clinical Diagnosis, Data Collection, *Disabilities, Elementary Education, High Risk Persons, *Incidence, Student Characteristics, Teacher Responsibility
Identifiers—ERIC Digests
The link between child abuse and handicapping conditions is examined in a brief summary of research studies focusing on mentally retarded, behavior disordered, and physically handicapped children. Although standardized data collection procedures are lacking, isolated studies suggest a disproportionate incidence of child abuse among the population of handicapped children. Among characteristics cited as reasons why handicapped children are at risk for abuse are their greater dependence for assistance or care, the fact that they may be less able to defend themselves physically or to articulate the fact of abuse, and the likelihood that they will be considered less credible than the nonhandicapped child. Recommendations for improved data collection procedures and education of caregivers conclude the report. (JW)

ED 287 263 EC 200 571
Developing Social Vocational Skills in Handicapped Individuals. Digest #447.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Daily Living Skills, *Disabilities, *Interpersonal Competence, Job Performance, *Job Skills, Secondary Education, Social Adjustment, *Social Cognition, Vocational Adjustment, Vocational Followup, *Vocational Rehabilitation
Identifiers—ERIC Digests
Many handicapped workers fail in competitive employment situations for social reasons rather than for the inability to perform required work tasks. Such individuals are usually those who need to be trained under conditions more closely matching those of the workplace. Thus, work-related social skills should be taught, at least in part, in work settings. Factors to be considered in making the decision to focus training on work-at-school experiences, competitive employment, or a combination of both, are the student's age, motivation, readiness to perform jobs, previous work experience, evidence of lack of skill, availability of work opportunities, level of administrative support, and adequate release time for teachers to develop and use work experiences for vocational training. Successful employment programs employ two strategies: reasonable accommodations by business (e.g., altering tasks), and training of social skills within normal work routines or in special training sessions. Systematic long-term follow-up should be a fundamental part of all employment training and placement programs, including on-side visits, interviews with the client, and follow-up with work supervisors and co-workers. (JW)

ED 287 264 EC 200 572
Lipsky, Dorothy Kerzner, Ed. And Others
Family Supports for Families with a Disabled Member. Monograph No. 39.
World Rehabilitation Fund, Inc., New York, NY.
Report No.—ISBN-939986-52-3
Pub Date—87
Note—76p.; Prepared by the International Exchange of Information in Rehabilitation.
Available from—World Rehabilitation Fund, International Exchange of Experts and Information in Rehabilitation, 400 East 34th St., New York, NY 10016 ($4.00).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Cultural Influences, Delivery Systems, *Disabilities, *Family Influence, Foreign Countries, Minority Groups, *Rehabilitation, *Social Support Groups
Identifiers—Canada, England, Israel, Sweden
Five articles address issues in family support systems for persons with disabilities. Peter Mittler, Hellie Mittler and Helen McConachie present a set of general principles designed to encourage the development of genuine partnerships between professionals and parents in "Working Together: Guidelines for Partnership between Professionals and Parents of Children and Young People with Disabilities." In "Cultural and Ethnic Aspects of Family Support Services for Parents of a Child with a Disability," Victor Florian analyzes three ethnic minority groups in the United States and draws implications for service delivery. Annat Kalir briefly describes "A Mother-Child Program in Israel." Inger Claesson Wastberg recounts the work in Sweden to build family support as a means to avoid institutionalization of children in "Family Support in Sweden." Bruce E. Kappel concludes the monograph by identifying four approaches to enhancing parental power in "Family Support in Canada–Trends and Challenges." (CL)

ED 287 265 EC 200 573
Oliva, Audrey Hill La Greca, Annette M.
The Strategies and Goals of Learning Disabled Children in Social Situations.
Pub Date—Apr 87
Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Cognitive Development, Elementary Education, *Interpersonal Competence, *Learning Disabilities, Males, Peer Relationship, Role Perception, *Social Cognition, Social Development
The goals and strategies formulated by 30 learning disabled (LD) and 30 non-learning disabled (NLD) males at two age levels (8 to 9 and 11 to 12 years) were analyzed. Subjects were interviewed regarding their strategies and goals in four situations involving peer interactions. They were also videotaped during a role play assessment of social skills. Findings revealed that LD subjects produced goals significantly less sophisticated than their NLD peers. Younger boys came up with less friendly strategies and less sophisticated goals than the older ones. Children's goals were strongly correlated with social skillfulness. Overall, the social goals spontaneously developed by LD males appeared to be similar to those of younger children, suggesting a possible deficiency in the cognitive skills necessary to formulate general social rules which would affect their interpersonal functioning. Results highlight the potential role of social goals in the development of problematic peer status in LD children. (Author/CL)

ED 287 266 EC 200 574
Lytton, Hugh
Direction of Effects in Child Socialization with Particular Reference to Conduct Disorders: An Overview.
Pub Date—Apr 87
Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attachment Behavior, *Behavior Disorders, *Behavior Patterns, Child Rearing, Elementary Secondary Education, *Etiology, Mothers, *Parent Child Relationship, *Parent Influence, *Socialization
The paper reviews research on parental effects on the child, child effects on the parent, and reciprocal effects for the child's characteristics in general and for conduct disorder in particular. Evidence is cited which suggests validity of both the adult-to-child and child-to-adult effects model. Addressing the question of where the preponderant influence begins in the reciprocal model, studies are cited which demonstrate that parental influence predominates in the area of moral development and compliance, while the child's attachment behavior exerts a preponderant influence on immediate parental reactions. Socialization is affected most by the child's

characteristics. With reference to conduct disorders, research suggests that the child's acting out behavior evokes "upper limit control" responses from the parent. A study demonstrated that mothers of conduct disordered children did not differ significantly from mothers of normal children behaviors, but all mothers addressed more negative responses and requests to conduct disorder children. Findings of all studies taken together suggest that the child's own tendencies are stronger contributors to conduct disorder than are parental influences. (CL)

ED 287 267 EC 200 575
Day, Pat Spencer Prezioso, Carlene
Anxious Mothers and At-Risk Infants: The Influence of Mild Hearing Impairment on Early Interaction.
Pub Date—25 Apr 87
Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Anxiety, *Hearing Impairments, *High Risk Persons, *Infants, *Mothers, Parent Child Relationship
To examine the influence of imperfect audition in otherwise intact infants on early mother-infant interaction, three hard of hearing and three normally hearing infants were videotaped in interaction with their mothers. Interaction was coded, a narrative record of the mothers' nonverbal behavior was made, and transcripts of interviews with the mothers of hearing impaired infants were reviewed. Findings showed that at each age, hard of hearing infants spent more time looking at their mothers' hands than did the normally hearing infants; the two groups of infants showed similar patterns of expression of affect; mothers of hard of hearing infants produced more gestures than did mothers of hearing infants at both 10- and 12-month sessions, and appeared more hurried and eager to maintain their infants' visual attention than the other mothers; and each of the mothers of hard of hearing infants expressed concerns and worries about their child's speech and language development. The mothers' anxieties appeared to be translated into an overinterpretation of the negative effects of the infants' hearing loss leading to overprotection and simplification of play behaviors. (CL)

ED 287 268 EC 200 576
Rescorla, Leslie
Pretend Play in 2-Year-Olds with SELD.
Pub Date—Apr 87
Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Expressive Language, Infants, *Language Handicaps, Longitudinal Studies, Males, *Play, *Pretend Play, Social Development, Young Children
Twelve boys (24-30 months old) with specific expressive language delay (SELD) and with normal development in every other sphere were identified for longitudinal study. Children were videotaped while playing. Analysis using an ordinal play coding scheme revealed strikingly poor pretend play skills. They appeared deficient in either the ability or the motivation to spontaneously produce varied and complex play behaviors. Their play was also strikingly different from the play of the normal boys. Findings suggested that the boys' slow expressive language development and their immature play may reflect some delay in the spontaneous expression of socially mediated meanings. (CL)

ED 287 269 EC 200 577
Campbell, Mindy S. And Others
Guidelines for the Management of Health Impaired Students.
Providence Child Center, Portland, OR.
Pub Date—87
Note—69p.; A product of the PROMISE (Providence Regional Outreach for Medically Impaired Students' Education) Project.
Available from—Providence Child Center, 830 N.E. 47th Ave., Portland, OR 97213 ($7.50).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Delivery Systems, Family Influence, Handicap Identification, Individualized Education Programs, *Multiple Disabilities, Physical Disabilities, Program Implementation, *Special Health Problems, Student Characteristics, Student Evaluation, Student Placement
The guidelines discuss appropriate educational services for children with special health problems. An initial chapter considers the range of common needs of this population, including modification of daily schedule and health related services. Five suggestions are offered to support families, among them understanding needs and rights and facilitating problem solving. The educational service delivery process is viewed in terms of identification, assessment, eligibility, individualized education programs (IEPs), placement, and implementation. Separate chapters address each of the service delivery process components, with sample forms, statements, and reports included throughout. (CL)

ED 287 270 EC 200 578
Haring, Norris
Investigating the Problem of Skill Generalization: Literature Review III.
Washington Univ., Seattle. Washington Research Organization.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Apr 87
Contract—300-82-0364
Note—74p.; For related documents, see ED 249 737; Literature Review I, ED 249 738; and Literature Review II, ED 265 695.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Trends, Elementary Secondary Education, Evaluation Methods, *Generalization, Meta Analysis, *Self Control, *Severe Disabilities, Skills, *Staff Development, Stimuli, Transfer of Training
The third in a series of literature reviews, this monograph presents three articles on skill generalization among individuals with severe disabilities. Kathleen A. Liberty analyzes the results of 15 studies to determine how teaching self-control affected students' performance in training and generalization, "Behavior-Control of Stimulus Events to Facilitate Generalization." Joan E. Kayser and Felix F. Billingsley follow with "Generalization: A Review of Assessment Procedures" which examined 62 studies using generalization assessment procedures from 1970-1975 and 1980-1985. In the final article, "Extending Research Findings: The Role of Staff Development and Evaluation," Valerie Lynch and Frances McCarty consider factors in designing staff development and in conducting comprehensive evaluation plans. (CL)

ED 287 271 EC 200 579
Stone, James A.
The Aging and Elderly Population with Mental Retardation: A Model Project in Rural Kentucky.
Pub Date—Apr 87
Note—13p.; Paper presented at the Annual Meeting of the Southern Gerontological Society (8th, New Orleans, LA, April 13-16, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Resources, *Community Services, *Delivery Systems, *Mental Retardation, Middle Aged Adults, Models, *Older Adults, Program Development, *Rural Areas
Identifiers—*Kentucky
A model to serve rural (Kentucky) mentally retarded adults age 50 and over incorporates generic community resources such as residential, nutritional, medical, recreational, and transportation services with age appropriate activities and programs. The system is intended to provide an alternative to the life-long work setting of the workshop or work activity center and to the residential setting of nursing homes and personal care homes. Currently the program serves 20 people in weekly individualized service coordination. The program director's role has evolved to advocacy, social planning, and managing. The second phase of the project will focus on developing residential options. A new project in Lexington is in the planning stages and four other regional boards are exploring the idea and feasibility of starting age appropriate services for the older person with mental retardation. (CL)

ED 287 272 EC 200 580
Campbell, Donald S.
Pause for Reflection. Teaching the Impulsive Student Reflective Problem-Solving with Self-Instruction Training.
Spons Agency—Ontario Dept. of Education, Toronto.
Pub Date—Dec 86
Note—11p.; Paper presented at the Annual Conference of the Ontario Educational Research Association (28th, Toronto, Ontario, Canada, December 5-6, 1986).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Modification, Behavior Patterns, Cognitive Restructuring, *Conceptual Tempo, Deafness, Elementary Secondary Education, Foreign Countries, *Language Handicaps, Learning Disabilities, *Learning Strategies, Problem Solving, Self Control, Student Characteristics, Time Factors (Learning)
Identifiers—*Self Verbalization
Typical characteristics of impulsive children and adolescents are reviewed and strategies for changing this behavior are considered. Self-instruction training requires the child to verbalize a given problem, alternative approaches to resolution, and attentional strategies. Language becomes a mediator for self-monitoring and regulation. Cognitive behavior modification approaches may use problem solving activities, modeling, self-verbalization, and training and feedback. The need for giving interventions time to succeed is emphasized. (CL)

ED 287 273 EC 200 581
Mayberry, Rachel Waters, Gloria S.
Deaf Children's Recognition of Written Words: Is Fingerspelling the Basis?
Pub Date—Apr 87
Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Deafness, Elementary Secondary Education, *Finger Spelling, Sight Vocabulary, *Sign Language, *Word Recognition
To test three hypotheses concerning fingerspelling's contribution to word recognition, 24 deaf children in three age groups (7-9, 10-12, and 13-15 years) were administered a vocabulary recognition test and a lexical decision task. Subjects' performance was measured by the number of words accurately identified and the response latency. Results did not support the hypotheses. Children recognized more vocabulary in print than in fingerspelling; were more accurate in deciding the lexical status of words presented in print than words presented in fingerspelling; and were more accurate in deciding the lexical status of words that are typically signed in sign language than words that are typically fingerspelled. Results suggested that deaf children organize their recognition of written words around sign language and do not organize their recognition of fingerspelled words around sign language. (CL)

ED 287 274 EC 200 582
Encendiendo una Llama. Bilingual Gifted and Talented Program: Overview, Identification of Students, and Instructional Approaches.
Hartford Public Schools, Conn.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date—86
Note—25p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, *Bilingual Students, Curriculum, Demonstration Programs, Elementary Education, *Gifted, Identification, *Limited English Speaking, Program Design, *Talent
Three pamphlets describe facets of "Encendiendo Una Llama," a Hartford (Connecticut) demonstration program for bilingual gifted and talented students. An overview pamphlet summarizes key aspects of the model program: identification procedures, instructional services, teacher training, parent involvement, evidence of effectiveness, implementation requirements, and materials available for dissemination. A second brochure focuses in greater depth on aspects of identification, including linguistic and cultural factors. The program's identification efforts are focused primarily, though

not exclusively, on the limited English proficient school population. The 3-stage identification process consists of open recruitment, talent pool, and formal identification. Parallel identification procedures for academic and artistic ability are used. Standardized tests and locally developed information forms are noted. A third brochure describes instructional approaches, including components of the program model (resource room, after-school program, and regular class component), staff development, student needs assessment, and curriculum components based on Renzulli's Enrichment Triad and bilingual education. Finally, sample curriculum units, the use of computers, and materials available for dissemination are cited. (JW)

ED 287 275 EC 200 583
Kraat, Arlene W.
Communication Interaction between Aided and Natural Speakers: A State of the Art Report.
International Commission on Technical Aids, Building, and Transportation.
Report No.—ISBN-0-86500-020-4
Pub Date—85
Note—423p.; Produced by the International Project on Communication Aids for the Speech-Impaired (IPCAS).
Available from—Trace Center Reprint Service, 314 Waisman Center, University of Wisconsin-Madison, 1500 Highland Ave., Madison, WI 53706 ($15.00 plus postage).
Pub Type— Information Analyses (070) — Tests/Questionnaires (160)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Communication (Thought Transfer), *Communication Aids (for Disabled), *Communication Disorders, Interaction, *Interpersonal Communication, Language, Meta Analysis, Models, State of the Art Reviews
Identifiers—*Augmentative Communication
The report integrates findings of an international state-of-the-art study of augmentative communication, focusing on the interaction between a person using a communication aid and an able-bodied, natural speaker. Chapter titles and selected subtopics are as follows: (1) "Beyond Symbols and Switches: The Study of Communication Aid Use"; (2) "A Framework for Looking at Communication Use and Interaction" (purposes of interaction, the multimodal nature of communication, use of communication conventions and strategies in interaction); (3) "Implications of an Interactional Model for Studying Communication between Aid Users and Others" (differences brought to an interaction by nonspeakers, their partners, and non-speech modes; the interactional process, augmented interaction); (4) "Our Current Knowledge Base on Interaction between Aided Communicators and Others" (sources of information, formal studies); (5) "Some Observations about Communicative Interaction between Augmented Speakers and Their Partners" (density of social interactions, negotiation and exchange of meaning, attitudes); and (6) "A Look toward the Future" (communication models and measures, research directions). Approximately half the document consists of appendices, including detailed summaries of unpublished research studies and studies in progress, structured contexts for the study of communicative use in augmentative communication, transcription and coding systems, and clinical observation forms and questionnaires. (JW)

ED 287 276 EC 200 584
A Guide to the Talent Search for Local School Personnel. Talent Identification Program.
Duke Univ., Durham, N.C.
Pub Date—[85]
Note—17p.; For related document, see EC 200 585.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aptitude Tests, *Demonstration Programs, Educational Counseling, *Gifted, Higher Education, Program Design, School Districts, Secondary Education, Student Placement, *Talent, Talent Development, *Talent Identification
Identifiers—North Carolina
This 3-part guide is intended to help local school personnel serve their gifted students through participation in the Duke University (North Carolina) Talent Identification Program (TIP). Part I lists a timetable of activities during fall and spring which focus on the TIP application process and achievement testing. Part II describes a variety of programming options being used in schools which participate in the TIP talent search. These include curricular options (e.g., honors classes, independent study, advanced placement courses, part-time college enrollment, grade acceleration) and extracurricular options such as school-sponsored academic competitions, summer programs, mentorships, and counseling services. A final section lists sources of information on educating academically talented students, including organizations, books, articles, and journals. (JW)

ED 287 277 EC 200 585
Sawyer, Robert N.
On Thinking Straight about Finding Straight Thinkers.
Duke Univ., Durham, N.C.
Pub Date—Feb 85
Note—12p.; For related document, see EC 200 584.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Ability, Academically Gifted, Admission Criteria, *Aptitude Tests, Demonstration Programs, Elitism, *Gifted, Higher Education, Program Content, Program Design, Secondary Education, *Selective Admission, Student Placement, *Talent, Talent Development, *Talent Identification
Identifiers—North Carolina
The essay defends the purposes, selection procedures, programs, and philosophy of the Duke University (North Carolina) Talent Identification Program (TIP), which offers systematic identification of and programming for verbally and mathematically precocious students. The Duke University effort was undertaken to fill a need unmet at federal and state levels, as well as to contribute to psychological and educational research. TIP's use of Scholastic Aptitude Test (SAT) scores as admission criteria is seen as more reliable and democratic than less objective procedures. Examples of ineffectual admission criteria and course offerings of dubious quality and content are cited to underscore TIP's preference for academically rigorous courses based on the liberal arts tradition and emphasizing high-level, fast-paced instruction. Finally, the issue of elitism is addressed, including the need for educators to understand the difference between equal opportunity and equal potential, as well as the responsibility of a democratic society to nurture its gifted citizens. (JW)

ED 287 278 EC 200 586
Willingham, Warren W.
Handicapped Applicants to College: An Analysis of Admissions Decisions: College Board Report No. 87-1.
College Entrance Examination Board, New York, N.Y.
Report No.—ETS-RR-87-1
Pub Date—87
Note—24p.
Available from—College Board Publications, Box 886, New York, NY 10101 ($6.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Ability, Access to Education, Admission Criteria, Admissions Officers, Aptitude Tests, *College Applicants, College Entrance Examinations, Decision Making, *Disabilities, Higher Education, *Selective Admission
The purpose of the study was to compare college admission decisions concerning handicapped and nonhandicapped applicants with comparable Scholastic Aptitude Test (SAT) scores and high school grades (HSG). The study focused on 1,539 handicapped students who applied to 121 institutions that participated in the College Entrance Examination Board's Summary Reporting Service in 1982-83. Predicted and actual admission rates were compared for a number of different groups of handicapped applicants. Compared to other applicants to the same college, the physically handicapped and visually impaired groups were slightly below average with respect to their academic qualifications; learning disabled students were lower; and hearing impaired applicants ranked lowest in relation to nonhandicapped applicants. In general, handicapped applicants tended to rank significantly lower on HSG than on SAT. Handicapped applicants were admitted on much the same basis as nonhandicapped applicants, but there were exceptions that favored hearing impaired applicants, disfavored small groups of visually impaired and physically handicapped applicants to small institutions, and disfavored learning disabled applicants to a small degree. Findings were inconsistent with the assumption that admissions officers focus special attention upon test scores (as opposed to the full student record) in evaluating the applications of handicapped students. Six figures and 11 tables are included. (Author/JW)

FL

ED 287 279 FL 015 929
Bidot, Haydee Marie And Others
Developing an ESL Curriculum for a Special Population.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date—Apr 86
Grant—G008302685
Note—47p.; Paper presented at the Annual Meeting of the International Bilingual/Bicultural Education Conference (15th, Chicago, IL, April 1-5, 1986). Appended chart may be marginally legible due to small, broken type.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*American Indian Education, American Indian Languages, Bilingual Education Programs, *Choctaw, *Contrastive Linguistics, *Curriculum Development, Educational Strategies, *English (Second Language), *Interference (Language), Second Language Learning
Identifiers—*Mississippi Band of Choctaw (Tribe)
In designing a curriculum to assist children in learning English as a second language (ESL), a thorough understanding of the differences between the first and second languages is essential. With such an understanding, problems and concepts that may cause language interference and learning difficulties can be identified and an appropriate curriculum that will best meet the needs of bilingual children can be designed. The recent low achievement of the children of the Mississippi Band of Choctaw Indians is due in part to lack of English language skills for academic or personal communication. An ESL curriculum has been developed to enhance the children's English language competence while encouraging retention of the Choctaw language and Choctaw cultural traditions. A formal evaluation was performed through the administration of the Language Assessment Scales (LAS) to 50 kindergarten through third-grade students twice a year over a three-year period. Through item analysis of the results, together with analysis of the children's speech and writing, phonological, morphological, syntactic, and semantic features in the two languages that were suspected of causing interference in English acquisition were identified and targeted in the curriculum, which is designed for three levels of English proficiency: non-English speakers, limited English speakers, and fluent English speakers. An intensive study of the Choctaw language and how it differs from English allowed the incorporation of instructional concepts aimed at enhancing the children's language skills affected by the absence or difference of particular structures in each language, and the concepts were selected based on the functional and meaningful applications of English in the children's environment. Appendices contain item analyses of LAS scores, a graph showing LAS totals for all schools for fall, 1983, by levels of proficiency, and a fold-out chart showing the ESL curriculum design for Choctaw children grouped by proficiency levels for the first through the fourth nine-week term. (MSE)

ED 287 280 FL 016 559
van Ek, Jan A.
Objectives for Foreign Language Learning, Volume I: Scope.
Council for Cultural Cooperation, Strasbourg (France).
Pub Date—86
Note—87p.
Available from—Manhattan Publishing Company, 80 Brook St., P.O. Box 650, Croton, NY 10520 ($6.00).
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Communication Skills, *Communicative Competence (Languages), *Educational Objectives, General Education, *International Education, Interpersonal Competence, Language Proficiency, *Language Skills, Personal Auton-

omy, *Second Language Programs, Social Responsibility, Sociolinguistics, Speech Skills, *Threshold Level (Languages)

A guide to setting objectives for foreign language instruction provides a model for specifying comprehensive objectives and a discussion of their nature and educational implications. It follows up on the suggestions made in the "Threshold Level" series begun in 1975 with more complex specifications. Chapters define aims and objectives, examine the relationship between general and educational aims and foreign language objectives, and discuss and illustrate each component of the proposed model. The components are interrelated areas of competence needed for commmunication, including linguistic, sociolinguistic, discourse, strategic, sociocultural, and social competence. Separate chapters emphasize the importance of promoting individual autonomy and developing social responsibility in the process of teaching foreign language competence. (MSE)

ED 287 281 FL 016 863

Gerba, Janet S.

"The Miracle Worker" and "Old Yeller": Teaching Materials and Viewing Guide for ESL Class.

Pub Date—Aug 87

Note—43p.

Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Body Language, Class Activities, *English (Second Language), *Films, Foreign Language Films, Instructional Materials, *Listening Comprehension, Paralinguistics, Second Language Instruction, *Speech Skills, Videotape Recordings, *Vocabulary Development

Identifiers—*Miracle Worker, *Old Yeller

Instructional materials designed to be used with the feature films "Old Yeller" and "The Miracle Worker" in classes of English as a second language include, for each film, general notes on film presentation, a teacher's synopsis of the film divided into segments, a student viewing guide and vocabulary preview for each segment, a list and/or charts of objects or animals seen in the film, and a character list for student use. The materials for "The Miracle Worker" also include a teacher's guide to body language in the film. Some suggestions for class follow-up activities and further reading are provided. (MSE)

ED 287 282 FL 016 938

Bailey, Kathleen M., Ed. And Others

Language Testing Research. Selected Papers from the Colloquium (Monterey, California, February 27-28, 1986).

Defense Language Inst., Monterey, Calif.

Pub Date—87

Note—187p.; For individual papers, see FL 016 939-947 and ED 267 645.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adaptive Testing, Audiolingual Skills, Cheating, Computer Assisted Testing, Discourse Analysis, *Language Proficiency, *Language Tests, Oral Language, Reading Comprehension, *Reading Tests, Research Projects, Scoring, Second Language Instruction, Spanish, Statistical Analysis, Student Placement, *Test Format, *Test Interpretation, *Test Items, Writing Evaluation, Writing Skills

Identifiers—*ACTFL ETS Language Proficiency Guidelines, Rasch Model

This collection of 10 selected conference papers report the results of language testing research. Titles and authors are: "Computerized Adaptive Language Testing: A Spanish Placement Exam" (Jerry W. Larson); "Utilizing Rasch Analysis to Detect Cheating on Language Examinations" (Harold S. Madsen); "Scalar Analysis of Composition Ratings" (Grant Henning, Fred Davidson); "The Graphic Representation of Language Competence: Mapping EFL Proficiency Using a Multidimensional Scaling Technique" (Russanne Hozayin); "An Experiment with a Narrative Discourse Test" (Steven Ross); "Some Problems Concerning the Interpretation of Passage Correction Tests" (Terence Odlin); "Performance Profiles for Academic Writing" (Liz Hamp-Lyons); "Investigations into the Appropriate Use of Various Item Types for Testing Specific Levels of Reading Proficiency" (Sandra McIntyre); "Grading Reading Passages According to the ACTFL/ETS/ILR Reading Proficiency Standard: Can It Be Learned?" (Dale L. Lange, Pardee Lowe, Jr.); and "A Study of the Comparability of Speaking Proficiency Interview Ratings across Three Government Language Training Agencies" (John L. D. Clark). (MSE)

ED 287 283 FL 016 939

Larson, Jerry W.

Computerized Adaptive Language Testing: A Spanish Placement Exam.

Pub Date—87

Note—11p.; In: Language Testing Research; Selected Papers from the Colloquium (Monterey, California, February 27-28, 1986); see FL 016 938.

Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adaptive Testing, *Computer Assisted Testing, Higher Education, *Language Tests, Latent Trait Theory, Second Language Instruction, *Spanish, *Student Placement, Test Construction, Test Reliability

Identifiers—*Brigham Young University UT

The development of a Spanish computerized adaptive placement test at Brigham Young University (Utah) is described. The test is based on an approach that locates an examinee's ability along a continuum of latent ability rather than determining the degree to which an individual's ability differs from the abilities of others taking the test, as in conventional tests. The report gives background information about the principles of adaptive testing, the rationales of test design, the use of computers for adaptive testing, and the status of computerized adaptive language testing, and outlines the university's procedure for developing a specific test for Spanish. That process includes the following: (1) development of an item bank; (2) determination of a suitable psychometric methodology; (3) selection and development of an appropriate test delivery system; and (4) test validation and implementation. The test that has been developed shows great promise. Further research on the application of computerized adaptive testing for proficiency, achievement, and diagnosis, and the expansion of the testing technology to include a listening component are recommended. (MSE)

ED 287 284 FL 016 940

Madsen, Harold S.

Utilizing Rasch Analysis to Detect Cheating on Language Examinations.

Pub Date—87

Note—14p.; In: Language Testing Research; Selected Papers from the Colloquium (Monterey, California, February 27-28, 1986); see FL 016 938.

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cheating, English (Second Language), Evaluation Methods, *Language Tests, *Multiple Choice Tests, *Probability, Responses, Second Language Instruction, Statistical Analysis, Testing Problems, *Test Interpretation, *Test Use

Identifiers—*Rasch Model

A study investigated the effectiveness of the Rasch procedure in measuring response appropriateness, especially for the detection of cheating on multiple-choice language tests. The report gives background information on appropriateness measurement and its potential uses, reviews recent research on cheating and its detection, and describes three contrived studies, one involving English as a second language (ESL), to determine the Rasch model's usefulness. While the Rasch one-parameter model can detect some aberrations on test response due to cheating, the study of ESL cheating highlights its limitations in pinpointing cheating as contrasted with other causes of inappropriate responses. Further research into both evaluation inequities and cheating is recommended. (MSE)

ED 287 285 FL 016 941

Henning, Grant Davidson, Fred

Scalar Analysis of Composition Ratings.

Pub Date—87

Note—16p.; In: Language Testing Research; Selected Papers from the Colloquium (Monterey, California, February 27-28, 1986); see FL 016 938.

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *English (Second Language), Higher Education, *Language Tests, *Rating Scales, Second Language Instruction, *Test Interpretation, Test Reliability, *Writing (Composition), *Writing Evaluation

Identifiers—Rasch Model, University of California Los Angeles

A study evaluated a composition grading scale used in the University of California at Los Angeles' program of English as a second language (ESL). It looked at (1) the comparative difficulty of the subscale categories; (2) the interrelationships of the subscale categories; (3) the incremental arrangement of the subscale categories and performance levels on a probabilistic writing performance continuum; (4) scalar reliability; (5) the fit of persons, categories, and performance levels with the predictions of the Rasch model; and (6) characteristics of the writing of misfitting persons. In general, results indicated that while high measurement accuracy was observed, misfit was present at the midpoints of the performance scales. Misfitting subjects were not disproportionately representative of any one sex or language group background, but did show writing characteristics involving low content ratings relative to other subscale categories and having abnormally low cohesion, which may represent disordered language and thought patterns. Further research with a larger subject sample is recommended. (MSE)

ED 287 286 FL 016 942

Hozayin, Russanne

The Graphic Representation of Language Competence: Mapping EFL Proficiency Using a Multidimensional Scaling Technique.

Pub Date—87

Note—22p.; In: Language Testing Research; Selected Papers from the Colloquium (Monterey, California, February 27-28, 1986); see FL 016 938.

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Learning, Arabs, Cognitive Processes, *English (Second Language), Foreign Countries, Item Analysis, *Language Proficiency, *Language Tests, Public Administration Education, *Reading Tests, Second Language Instruction, Statistical Analysis, Test Interpretation, *Test Items

Identifiers—*American University in Cairo (Egypt), *Multidimensional Models

A study investigated the use of multidimensional scaling (MDS), a statistical technique, to examine the underlying structure of an ability test at the item level. Subjects were over 8,500 Egyptian students in the Department of Public Service at the American University in Cairo. The testing instrument used was a 36-item English language test based on an English textbook used in the program. Results suggest that the cloze items, as contrasted with the elision items, are most representative of the total test score, which could be due to the relative familiarity of the item formats or to the formats themselves. Additional explanations for the results are examined. The complexity of the MDS procedure is necessary to reflect the intricacies of the cognitive processes that item-level analysis can reveal. The major drawback, however, is the present inability of specialists in the field to interpret multidimensional findings more meaningfully. Further research is recommended. (MSE)

ED 287 287 FL 016 943

Ross, Steven

An Experiment with a Narrative Discourse Test.

Pub Date—87

Note—11p.; In: Language Testing Research; Selected Papers from the Colloquium (Monterey, California, February 27-28, 1986); see FL 016 938.

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiolingual Skills, College Freshmen, *English (Second Language), Foreign Countries, Higher Education, Japanese, *Language Proficiency, *Language Tests, *Narration, Rating Scales, Screening Tests, Second Language Instruction, *Test Format, Testing Problems, Test Interpretation, Test Reliability

Identifiers—*Japan

A study investigated the use of a narrative discourse task to test oral English proficiency in non-native speakers for screening and placement. The subjects were Japanese university freshmen entering a five-level course in spoken English. The

subjects were shown an animated cartoon of a Japanese folk tale, with narration in Japanese, and later asked to narrate the story in English. The recorded speech samples were rated for pronunciation, accuracy, and fluency, and T-unit analyses were performed on a portion of the recordings. The results of the narrative task analysis were compared with the results of written tests. The findings suggest that this form of recorded narrative discourse can be useful in screening and placement, and further research on the length of speech samples necessary for adequate analysis is planned. Care must be taken to provide all students with appropriate background information for the narrative task. (MSE)

ED 287 288 FL 016 944
Odlin, Terence
Some Problems Concerning the Interpretation of Passage Correction Tests.
Pub Date—87
Note—9p.; In: Language Testing Research; Selected Papers from the Colloquium (Monterey, California, February 27-28, 1986); see FL 016 938.
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Comparative Analysis, *Discourse Analysis, *English (Second Language), Error Patterns, Higher Education, Holistic Evaluation, *Language Tests, Scoring, Second Language Instruction, *Test Format, Testing Problems, Test Interpretation, Visual Stimuli, *Writing Evaluation, Writing Skills
Identifiers—*Error Correction (Language)
A study investigated the problem of systematic oversights by students taking language passage correction (PC) tests. In these tests, students are asked to correct errors inserted in written prose passages. When errors are not overtly marked, students often overlook them. This study examined patterns of oversight in two PC tests used to evaluate skills in English as a second language (ESL). In one test, students had to consult a picture to correct semantic inaccuracies and other errors. In the other, students had to correct a written passage without consulting a picture. Results of the picture test were compared with scores on a standardized English test, results of the second test were compared with holistic evaluations of class essays, and for both tests, the results obtained from native and non-native English speakers were compared. Results of some of the analyses suggest that PC tests may be useful for research in second language learning and for second language instruction. However, some patterns in the test results suggest potential problems in interpretation. These include differences among native speakers' performances, discrepancies between PC and holistic evaluation results, and low inter-item correlations despite a high internal consistency measurement. (MSE)

ED 287 289 FL 016 945
Hamp-Lyons, Liz
Performance Profiles for Academic Writing.
Pub Date—87
Note—16p.; In: Language Testing Research; Selected Papers from the Colloquium (Monterey, California, February 27-28, 1986); see FL 016 938.
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English (Second Language), *English for Academic Purposes, Graduate Students, Higher Education, *Interrater Reliability, *Language Tests, Profiles, *Scoring, Second Language Instruction, Standardized Tests, Test Validity, *Writing (Composition), *Writing Evaluation, Writing Skills
Identifiers—*British Council
A study examined the scoring procedure for the second part of the modular section of the English Language Testing Service (ELTS) academic writing test. The scoring is done by external raters according to procedures and a scale specified for the test, resulting in a performance profile. The report chronicles the development of the procedures and criteria, and examines the validity of the assessment technique as applied to the first item and the interrater reliability of a group of inexperienced raters. Problems and potential of this type of assessment are discussed. Appendices contain the original and revised assessment scales and the profile grid used in reporting scores. (MSE)

ED 287 290 FL 016 946
McIntyre, Sandra
Investigations into the Appropriate Use of Various Item Types for Testing Specific Levels of Reading Proficiency.
Pub Date—87
Note—23p.; In: Language Testing Research; Selected Papers from the Colloquium (Monterey, California, February 27-28, 1986); see FL 016 938.
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cloze Procedure, *Difficulty Level, French, Item Analysis, Korean, Language Proficiency, *Language Tests, Mandarin Chinese, Rating Scales, Reading Comprehension, Reading Skills, *Reading Tests, Second Language Instruction, Spanish, *Test Format, *Test Items, Uncommonly Taught Languages
Identifiers—*Defense Language Institute, *Interagency Language Roundtable
A study investigated the appropriate use of item types for testing reading at various levels of proficiency. It was specifically concerned with item types found in the standardized group-administered Defense Language Proficiency Tests. The item formats investigated were signs in the target language, identification of underlined information, English language comprehension questions following a target language passage, true-false-not addressed questions, and cloze procedure. Responses to specific item types on currently-used tests of Spanish, Korean, Mandarin Chinese, and French were analyzed and examinee comments on the items were considered. Extensive use of the Interagency Language Roundtable's oral interview system was made in the analysis. Appended materials include data on item-type responses on the four language tests and examples of the item formats. (MSE)

ED 287 291 FL 016 947
Lange, Dale L. Lowe, Pardee, Jr.
Grading Reading Passages According to the ACTFL/ETS/ILR Reading Proficiency Standard: Can It Be Learned?
Pub Date—87
Note—22p.; In: Language Testing Research; Selected Papers from the Colloquium (Monterey, California, February 27-28, 1986); see FL 016 938.
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Entrance Examinations, *Difficulty Level, Higher Education, Interrater Reliability, *Language Proficiency, *Language Tests, *Rating Scales, Reading Comprehension, Reading Skills, *Reading Tests, Scoring, Second Language Instruction
Identifiers—*ACTFL ETS Language Proficiency Guidelines, Interagency Language Roundtable, *Ranking
A study investigated the use of reading proficiency scales developed by the American Council on the Teaching of Foreign Languages (ACTFL), Educational Testing Service (ETS), and Interagency Language Roundtable (ILR) for meaningful rank-ordering and assigning levels of second language competence to reading passages. In a proficiency test writing workshop in which participants were writing items for a potential college entrance standard and graduation test, the participants ranked and rated reading items in several subsets. Results of the ranking task suggest that consensus for ranking exists. Results of the rating task suggest it is possible to match reading passages to suitable ACTFL/ETS/ILR definitions, despite the limited experience of the raters. These results and participant comments indicate that it is possible for potential users to internalize the ACTFL/ETS/ILR standards and apply them accurately to grading passages. (MSE)

ED 287 292 FL 016 948
Murphey, Tim
English through Music: Singing TPR, Walking Labs, & Music Matter.
Pub Date—12 Apr 87
Note—10p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Children, Classroom Techniques, Elementary Secondary Education, *English (Second Language), International Programs, *Music Activities, *Physical Activities, Second Language Instruction, Singing, Songs, *Summer Programs
Identifiers—*Sheltered English, *Total Physical Response
A discussion of the use of music activities in teaching English as a second language describes experiences with two different teaching environments and examines the reasons for the success of the approach. In one program, children aged 7 to 17 in an international summer camp learned English through songs and other music-related activities. The younger children used actions with songs, and the older children worked on music projects that related to their musical and social interests. The second program was an adult education class in which music appreciation was taught entirely in English to non-native speakers. These experiences support the belief that language courses should be taught for a specific purpose and with specific subject matter to a specific group to stimulate normal communicative activity, and that an interest in music and related movement is a strong motivator for language learning. (MSE)

ED 287 293 FL 016 949
English Teaching Profile: Israel.
British Council, London (England). English Language and Literature Div.
Pub Date—Jun 87
Note—14p.
Pub Type— Reports - Descriptive (141) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Design, Educational Administration, Elementary Secondary Education, *English (Second Language), Foreign Countries, Information Sources, Instructional Materials, International Cooperation, *Language Role, *Language Teachers, Postsecondary Education, Teacher Associations, Teacher Characteristics, *Teacher Education, Technical Assistance
Identifiers—*Israel
A review of the status of English language instruction in Israel begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, adult, and teacher), the activities of related professional associations, the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English outside the educational system, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. Current syllabi, materials, methodology, and testing for English language instruction in Israel are stable, but the resources to sustain them are not, despite a probable increase in the need for English language skills in the population. Greater need for private funding is foreseen. (MSE)

ED 287 294 FL 016 950
English Teaching Profile: Morocco.
British Council, London (England). English Language and Literature Div.
Pub Date—Jun 87
Note—14p.; For a prior report, see ED 231 190.
Pub Type— Reports - Descriptive (141) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Arabic, Educational Administration, Elementary Secondary Education, *English (Second Language), Foreign Countries, French, Information Sources, Instructional Materials, *Language Role, *Language Teachers, Postsecondary Education, Professional Associations, Teacher Characteristics, *Teacher Education, Technical Assistance, Uncommonly Taught Languages
Identifiers—*Morocco
A review of the status of English language instruction in Morocco begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (secondary, higher, vocational, adult, and teacher), the characteristics and training of English language instructors, the type and availability of instructional materials, educa-

tional administration and planning in relation to English teaching, English outside the educational system, British and other international support, commercial opportunities related to English instruction, language research, and other sources of information. While the quality of English language teachers and administration in Morocco is uneven, and English language skills are becoming less clearly related to employment prospects for graduates, demand for adult-level English instruction persists. (MSE)

ED 287 295 FL 016 951
Tonkin, Humphrey
The International Language Esperanto 1887-1987: Towards the Second Century. Esperanto Documents 39A.
Universal Esperanto Association, Rotterdam (Netherlands).
Pub Date—87
Note—19p.; Paper presented at a Conference on Language and Communication (New York, NY, December 1986).
Available from—Universal Esperanto Association, Nieuwe Binnenweg 176, 3015 BJ Rotterdam, Netherlands (Hfl 3.00).
Pub Type— Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Problems, Foreign Countries, *Futures (of Society), History, *Intercultural Communication, *International Organizations, Language Planning, *Language Role, Second Language Instruction, Second Language Learning, Uncommonly Taught Languages
Identifiers—*Esperanto
A discussion of Esperanto in the modern world outlines the rationale for the use of an international language, the role of Esperanto in promoting international communication, Esperanto-related organizations and services, and the characteristics of the language that make it useful and easy to teach. Also included are a fact sheet describing the language's purposes and origins, characteristics, development, users, distribution of speakers, instruction, official recognition, meetings, correspondence and travel, professional networks, special interest groups, literature, and radio transmissions; a directory of Esperanto information centers; and a chart of basic Esperanto phonology and structure. (MSE)

ED 287 296 FL 016 952
Osburne, Andrea G.
Chinese Students and Methodology Courses.
Pub Date—[87]
Note—9p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Chinese Culture, Cultural Context, English (Second Language), Foreign Countries, Graduate Students, *Language Teachers, Masters Programs, *Methods Courses, *Student Attitudes, Surveys, *Teacher Education, Teacher Evaluation, Teacher Role, Teaching Methods
Identifiers—*China, *Chinese People
A survey of master's level English language teacher trainees in a Chinese university examined prevailing attitudes toward a methodology course and compared them to previous findings. Students were asked to rate course quality and the quantity of various course materials and tasks. The results showed an overall positive reaction to the course, with the exception that students were disappointed with what they perceived to be a lack of teacher availability. It is concluded that (1) negative perceptions of teacher availability were primarily due to student attitudes about the use of teacher office hours, and (2) negative student attitudes at the outset of the course improved during the course, suggesting that it is possible to give a successful methods course in China. (MSE)

ED 287 297 FL 016 953
Schmidt, Josephine A.
Pitfalls of "Forced Non-Bilingualism."
Pub Date—87
Note—14p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, *Bilingualism, Culture Conflict, English (Second Language), *Ethnic Bias, French, *Immigrants, *Language Attitudes, Language Role, Personal Narratives, *Puerto Ricans, Second Language Learning, Self Esteem, Social Bias, Spanish, Transitional Programs
The daughter of a Puerto Rican immigrant mother and an American father describes her mother's early experiences with English language use and ethnic bias, her family's language use patterns, family sensitivity to language attitudes, school experiences with language use and language learning, and her feelings of low self-esteem and frustration as a result of linguistic repression. She recounts the effects of this "forced non-bilingualism" on her ability to use her native Spanish, English, and her chosen third language, French, and supports the use of transitional and maintenance bilingual education programs to enhance bilingual children's self-esteem and to avoid the problems of her own experience. (MSE)

ED 287 298 FL 016 954
Hermes, Liesel
Reading for Pleasure in English Language Classes.
Pub Date—Apr 87
Note—13p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (21st, Westende, Belgium, April 12-14, 1987).
Pub Type— Reports - Evaluative (142) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiotape Cassettes, Classroom Techniques, Curriculum Design, Dictionaries, Difficulty Level, Educational Objectives, Elementary Education, *English (Second Language), Foreign Countries, *Reading Instruction, *Reading Materials, Reading Skills, *Recreational Reading, Second Language Instruction, Skill Development
Identifiers—*West Germany
This paper describes the experience of a German teacher of English as a second language (ESL) in using recreational reading as an integral part of ESL instruction and gives suggestions for materials and techniques to use in the classroom. The discussion begins with a description of foreign language instruction in the German school system and explains how reading for pleasure supports language learning within and beyond school. The reasons for introducing readers are compared with the common arguments against them, and approaches to the use of readers for mixed-ability groups are described. Appropriate commercially-produced materials are reviewed, and their common characteristics are noted. Classroom experiments in the use of readers are summarized. The paper concludes with ideas for assessing and guiding students' receptive reading and for integrating the reading program into the foreign language course. (MSE)

ED 287 299 FL 016 955
Bauer, Norman J.
American Education and Global Interdependence: On the Need for a Transcendent Language.
Pub Date—3 Oct 87
Note—18p.; Paper presented at the Annual Meeting of the Society of Educators and Scholars (12th, Eastern Illinois University, Charleston, IL (October 2-3, 1987).
Pub Type— Reports - Evaluative (142) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Needs, Educational Planning, *Global Approach, *Intercultural Communication, International Cooperation, *International Relations, *Language Planning, *Language Role, Literature, Second Language Instruction, Second Language Learning, Uncommonly Taught Languages
Identifiers—*Esperanto
While it is clear that this is an era of global interdependence, the ideology of single language learning persists in the United States. We need to re-examine the view that learning a particular foreign language satisfies global communication needs. It is not sensible to have students spend hundreds of hours studying one foreign language and culture. Esperanto or another easily learned, transcendent language should be internationally adopted and stressed in schools around the world, for all students to learn. Important professional associations in education should begin to study this need, individually and collectively. Leaders and policymakers should support general instruction in a viable, transcendent language through the allocation of federal resources. Theorists must consider the implicit discrimination in the use of only a few selected national languages, and foreign language teachers at all levels should re-examine their attitudes about a planned, artificial, neutral, transcendent language. Finally, schools need to expose prospective teachers and administrators to artificial language, make clear the value of such languages, and encourage them to acquire competency in a transcendent language. (MSE)

ED 287 300 FL 016 956
Kamprath, Christine K.
Stress-Based Lexical Stratification in a Rato-Romansh Dialect.
Pub Date—29 Dec 86
Note—10p.; Paper presented at the Annual Meeting of the Linguistic Society of America (New York, NY, December 27-30, 1986).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dialects, Foreign Countries, *Language Patterns, *Lexicology, Linguistic Theory, *Morphemes, *Phonology, *Stress (Phonology), Suffixes, Suprasegmentals, Syllables, Uncommonly Taught Languages
Identifiers—*Romansh
A dialect of Rato-Romansh spoken in a Swiss town is examined in the context of lexical phonology. The structure of this dialect's lexicon consists of two levels defined by stress assignment, not cyclically in this case but at the end of each level. Other considerations that have been advanced as bases for level division within the lexicon, such as inflection versus derivation or affixing versus compounding, are either irrelevant or dependent on stress assignment in this language. These assertions are supported by illustrations from the dialect. (MSE)

ED 287 301 FL 016 957
Al-Khanji, Rajai
Strategic Interaction: A Method That Enhances Communicative Competence.
Pub Date—Apr 87
Note—14p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (12th, Westende, Belgium, April 12-14, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, Classroom Techniques, College Second Language Programs, *Communicative Competence (Languages), Dramatics, *English (Second Language), Foreign Countries, Higher Education, *Intensive Language Courses, *Oral Language, *Role Playing, Second Language Instruction, Student Motivation, *Teaching Methods
Identifiers—*University of Jordan
The Strategic Interaction method has been found to be effective in developing oral skills among students in an intensive English language program at the University of Jordan, and holds promise for language instruction in other contexts. The method, which is predominantly communicative in nature, stresses language use and interaction in discourse by involving students in planned conversational scenarios. It integrates the informational, transactional, and interactional dimensions of conversation, and encourages spontaneity and creativity in both teacher and students. Implementation of the method in the intensive English course met enthusiastic student response. Strategic Interaction and other theatrical methods should be used more frequently in Jordanian schools, but teachers must first be exposed to the method and its advantages. (MSE)

ED 287 302 FL 016 958
Stark, Thomas C. Smith Garcia, Fermin Tapia
The Active-Static Nature of Amuzgo (Otomanguean).
Pub Date—29 Dec 86
Note—20p.; Paper presented at the Annual Meeting of the Linguistic Society of America (New York, NY, December 27-30, 1986).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Languages, Articulation (Speech), Contrastive Linguistics, Descriptive Linguistics, Foreign Countries, *Language Classification, Language Patterns, Linguistic Theory, Morphemes, *Morphology (Languages), Phonology, *Pronouns, Syntax, Tone Languages, Uncommonly Taught Languages, *Verbs
Identifiers—*Amuzgo, Chocho, *Mexico
An analysis of Amuzgo, a language within the

Otomanguean family of Mexico, suggests that it is an active-static language with patterns similar but not parallel to those of Chocho. In the report, data on the characteristics of Chocho are summarized, theory and research on active-static languages is reviewed, and the data on Amuzgo are presented. The specific subareas of person-number inflection, pronouns, grammatical analysis of static verbs and their arguments, fluid subject marking, the absence of passive voice, and the application of the Universal Alignment Hypothesis to Amuzgo are considered. Further attention to the issues of morphosyntactic case-marking typology as a unifying theme for the study of Otomanguean languages, adoption of an areal perspective for the study of these languages, and enhancement of the empirical data base are recommended. (MSE)

ED 287 303 FL 016 959
Allan, Edward Jay
Advanced American Idioms: A Guide to Everyday Usage.
Report No.—ISBN-0-936808-00-4
Pub Date—82
Note—70p.; Published by English Educational Services International, Boston, Massachusetts.
Pub Type— Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Abbreviations, Definitions, *Idioms, *Language Usage, *Language Variation, *North American English, Reference Materials
A guide to several hundred common American idioms and slang phrases such as "to get something straight," "to mooch," and "in the bag" provides definitions, examples of usage, variations, and explanations when appropriate. A list of common abbreviations, such as "ASAP," and their referents is also included. (MSE)

ED 287 304 FL 016 960
Allan, Edward Jay
A Grammar of Buem, the Lelemi Language.
Pub Date—Aug 73
Note—492p.; Ph.D. Dissertation, University of London.
Pub Type— Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors—African Languages, Descriptive Linguistics, Developing Nations, *Dialects, Form Classes (Languages), Language Patterns, *Morphology (Languages), Nouns, *Phonology, *Syntax, Tone Languages, *Transformational Generative Grammar, Uncommonly Taught Languages
Identifiers—*Aspect (Verbs), *Buem, Ghana, Lelemi, Togo
A detailed grammar of Buem, one of the Togo-Remnant Languages spoken in Ghana's Volta region, describes the major structures and many minor structures occurring in informal and semi-formal speech. The phonetics and much of the phonology are described in taxonomic terms, and the vowel harmony system, syntax, and morphology are described in a slightly modified model of transformational-generative grammar. The discussions of vowel harmony, the noun class system, the verbal aspect system, and serial verb constructions are of special interest to the non-specialist. (MSE)

ED 287 305 FL 016 961
Shannon, Thomas F.
Fronting, Rule Loss and Abstractness in Old English Phonology.
Pub Date—Oct 84
Note—15p.; Paper presented at the Annual Meeting of the Mid-America Linguistics Conference (19th, Columbia, MO, October 12-13, 1984).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Speech), *Diachronic Linguistics, Grammar, *Language Patterns, Language Variation, Linguistic Theory, *Morphology (Languages), *Old English, *Phonology, Syllables, Vowels
An analysis of Old English phonology examines two traditional sound changes, the First and Second Frontings, that have been analyzed by different linguists with rather abstract theories. These analyses are refuted, and a more concrete and realistic treatment is proposed for each. Examination of Anglo-Frisian Brightening, or First Fronting, raises several questions about the analysis by Lass and Anderson, which are avoided in a theory proposing that the phenomenon was non-existent already in the synchronic grammar of Old English, and therefore was not maintained as a synchronic phonological rule until Middle English times. The analysis of Mercian Second Fronting refutes Dresher's account and posits Second Fronting as a genuine sound change that ran its course in Old English times. It is seen as a variable rule that was applied to surface forms but was inhibited in backing environments. This solution involves non-abstract forms and no rule ordering. (MSE)

ED 287 306 FL 016 962
Higginson, Roy
More Evidence on Children's Underlying Phonological Representations: Are They Adult or Child Based?
Pub Date—Dec 85
Note—11p.; Paper presented at the Annual Meeting of the Linguistic Society of America (60th, Seattle, WA, December 27-30, 1985).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aural Learning, Case Studies, *Child Language, Cognitive Processes, Descriptive Linguistics, English, *Language Acquisition, *Language Processing, Linguistic Performance, *Phonology, Receptive Language, Speech Acts, *Toddlers
A 9-month study of a 1-year-old child's acquisition of the pronunciation of "camera" is presented. The data show that while the child can articulate and perceive all the phonological segments of the adult form, she uses an idiosyncratic child-based form when she spontaneously draws from her lexicon to produce an utterance, systematically modifying it when she perceives the necessity to bring it closer to the adult convention. This suggests that she is using two forms: the dynamic, child-based form used for production and the stable adult-based form she uses for comprehension. This evidence supports the theory that children use both auditory and articulatory underlying representations. However, the theory that the child's variant forms are subject to output rules is rejected in favor of the idea that they are drawn straight from the child's lexicon. (MSE)

ED 287 307 FL 016 963
Snow, Catherine E. And Others
Second Language Learners' Formal Definitions: An Oral Language Correlate of School Literacy.
California Univ., Los Angeles. Center for Language Education and Research.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—CLEAR-TR5
Pub Date—87
Contract—400-85-1010
Note—41p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Age Differences, *Child Language, Children, Comparative Analysis, *Definitions, Elementary Education, English (Second Language), French, Grade 2, Grade 3, Grade 4, Grade 5, Language Acquisition, *Language Processing, *Language Proficiency, *Language Styles, Literacy, Nouns, *Second Language Learning, Semantics, Skill Development
Formal definitions are one example of "decontextualized" language use, in which reliance on background knowledge shared with the interlocutor is minimized, and use of conversational devices is avoided. Definitions of English nouns by 137 second- to fifth-grade children, about half of whom were non-native English speakers, were analyzed to assess the children's tendency to use the formal definitional genre, their sophistication in using it, and their tendency to rely on conversational devices during the testing session. Seventy of the children were also tested in French, a second language for most of them. Both the tendency to use formal definitions and the sophistication of the definitions offered were found to increase from second to fifth grade, to be affected by proficiency in the language being tested, and to be related to school achievement as reflected in standardized test scores. Use of conversational devices during the testing session was negatively related to achievement and to language proficiency. The developments in sophistication of formal definitions observed and the relationships to school achievement found suggest that performing well on the task of giving formal definitions requires skill in the use of decontextualized language, that such skill is independent of lexical or syntactic knowledge, and that the decontextualized skills may be crucial to success in classroom discourse and in literacy. (Author/MSE)

ED 287 308 FL 016 964
Peyton, Joy Kreeft
Dialogue Journal Writing with Limited English Proficient Students.
California Univ., Los Angeles. Center for Language Education and Research.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—CLEAR-ER7
Pub Date—87
Contract—400-85-1010
Note—17p.; For a related document duplicating much of the same material, see ED 281 366.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Classroom Techniques, *Dialogs (Language), *English (Second Language), *Interpersonal Communication, Limited English Speaking, Second Language Learning, *Teacher Student Relationship, Writing Instruction, *Writing Skills
Identifiers—*Dialogue Journals
A guide to the use of and rationale for dialogue journal writing for promoting the writing development of limited English proficient students is organized in question-answer format. It answers questions often asked by teachers about dialogue journal writing: What is a dialogue journal? What are the benefits to students and teachers? How much time is involved in implementing dialogue journal writing? With what kinds of students can it be used? Guidelines for getting started with the technique and a list of further readings are included. The report is a condensed version of a more extensive dialogue journal handbook, and is designed to provide an easily accessible introduction to the approach. (Author/MSE)

ED 287 309 FL 016 965
Campbell, Russell N. Lindholm, Kathryn J.
Conservation of Language Resources.
California Univ., Los Angeles. Center for Language Education and Research.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—CLEAR-ER6
Pub Date—87
Contract—400-85-1010
Note—26p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingual Education Programs, Educational Resources, Elementary Secondary Education, *Experimental Programs, Higher Education, *Immersion Programs, Intensive Language Courses, Intercollegiate Cooperation, International Programs, Korean, Language Acquisition, *Language Maintenance, Language Proficiency, *Minority Groups, Native Language Instruction, Program Design, Research Needs, Second Language Instruction, Second Language Learning, Spanish, Uncommonly Taught Languages
Identifiers—California, University of California Los Angeles
Three successful school program models designed to help language minority students conserve the language skills acquired in their homes and continue normal native language development are described. The programs were developed to counteract a trend toward wasting valuable existing language skills and resources. The programs include: (1) an elementary level bilingual immersion program, implemented in four California public schools, in which both native English-speakers and native Spanish-speakers develop academic linguistic and metalinguistic skills in both languages; (2) a secondary level partial bilingual immersion program providing two tracks of formal Spanish instruction, intensive Spanish as a second language and Spanish for native speakers, in addition to traditional Spanish second language instruction; and (3) a program at the University of California at Los Angeles that permits registered Korean American students to enroll in an intensive Korean language program, involving sheltered language instruction in subject-area courses and overseas and off-campus language experiences. The university program is jointly sponsored with Seoul National University. While the programs differ in design, all three support the maintenance and devel-

opment of linguistic minority students' home languages. (MSE)

ED 287 310 FL 016 966
Green, Peter S., Ed.
Communicative Language Testing: A Resource Handbook for Teacher Trainers. International Workshops for Trainers of Modern Language Teachers.
Council of Europe, Strasbourg (France). Directorate of Education, Culture and Sport, Documentation Section.
Report No.—ISBN-92-871-1052-2
Pub Date—87
Note—128p.
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Classroom Techniques, *Communicative Competence (Languages), *Course Content, *Language Teachers, *Language Tests, National Programs, Program Evaluation, Second Language Learning, *Teacher Education, *Testing, Workshops
Identifiers—*Communicative Approach
Materials to be used in workshops to teach language teacher trainees the communicative approach to language testing are presented. The materials were developed from a 1985 Council of Europe workshop held in York, England. They include preliminary notes for workshop organizers, an introductory "ice-breaker" activity, and six content units, each consisting of a preliminary reading, a format for discussion, and group tasks using materials in other languages. The units' themes are: what is meant by "communication" in a foreign language; the content of a communicative testing syllabus; testing communicative competence at the national level; classroom assessment in a communicative approach; training teachers to test communicative competence; and testing communicative performance in foreign languages. The materials conclude with a summary of the issues and the responses of the original workshop group. (MSE)

ED 287 311 FL 016 967
Guerena, Salvador
The "English-Only" Movement: A Selected Bibliography.
REFORMA: National Association to Promote Library Services to the Spanish-Speaking.
Pub Date—87
Note—21p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Activism, Bilingualism, *English, Ethnic Groups, *Federal Legislation, *Language Planning, Language Role, Literacy, Monolingualism, *Official Languages, Policy Formation, Political Influences, *Public Policy, *State Legislation
Identifiers—*English Only Movement
Over 200 news items, journal articles, position papers, and other citations concerning the issue of English as the official language of the United States are included in this bibliography. While information on state and federal legislative efforts is presented, testimony of congressional hearings is kept to a minimum, as are unpublished manuscripts. A list of key organizations in the debate, with addresses, is included. (MSE)

ED 287 312 FL 016 968
Bilingual Education Act Amendments of 1987. Report from the Committee on Labor and Human Resources (To Accompany S. 1238). 100th Congress, 1st Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Report No.—Senate-R-100-92
Pub Date—30 Jun 87
Note—22p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education Programs, Committees, *Costs, *Federal Aid, *Federal Legislation, Federal Regulation, Financial Support, Legal Problems, *Program Evaluation, *Resource Allocation
Identifiers—*Bilingual Education Act 1984, Proposed Legislation
The Senate Committee on Labor and Human Resources reports an original bill (S. 1238) to amend the Bilingual Education Act to make federal financial assistance available for children of limited English proficiency without mandating a specific method of instruction, to encourage innovation at the state and local levels through greater administrative flexibility, and to improve program operations at the federal level. The bill provides for greater flexibility in funding educational programs for children of limited English proficiency and limits the length of time a student can participate in a federally funded bilingual education program. The report includes a summary of the bill, its legislative history, information on the bill's background and the need for legislation, a summary of committee views, records of the vote in committee, a regulatory impact statement, section-by-section analysis of the bill, cost estimate, notes on proposed related changes in existing laws, and program evaluation requirements. (MSE)

ED 287 313 FL 016 969
Schleppegrell, Mary
The Older Language Learner.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 87
Contract—400-86-0019
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Learning, *Age Differences, *Classroom Techniques, Educational Environment, *Learning Processes, Second Language Instruction, Second Language Learning, Stereotypes, *Student Attitudes, Teaching Methods
Identifiers—*ERIC Digests
Research on adult learning shows that there is no decline in ability to learn as people get older, that except for minor considerations such as hearing and vision loss, the age of the adult learner is not a major factor in language acquisition, and that the context in which adults learn is the major influence on their ability to acquire a new language. Contrary to popular stereotypes, older adults can be good foreign language learners. The difficulties older adults often experience in the language classroom can be overcome through adjustments in the learning environment, attention to affective factors, and use of effective teaching techniques and approaches. (Author/MSE)

ED 287 314 FL 016 970
Jacob, Evelyn Mattson, Beverly
Cooperative Learning with Limited-English-Proficient Students.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 87
Contract—400-86-0019
Note—6p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Affective Behavior, *Class Activities, Classroom Techniques, Cooperation, English (Second Language), *Group Dynamics, *Grouping (Instructional Purposes), Interpersonal Competence, Language Skills, *Limited English Speaking, Second Language Learning, Self Esteem, Skill Development, *Small Group Instruction
Identifiers—*Cooperative Learning, *ERIC Digests
Theory and research indicate that cooperative learning methods may provide a way to help limited-English-proficient (LEP) students achieve academically and develop the English language skills necessary for successful classroom functioning. The method involves small groups of two to six students in tasks that require cooperation and positive interdependence within the group. It provides opportunities for face-to-face interaction on school tasks, raises academic achievement levels, and improves intergroup relations and self-esteem. There are various kinds of cooperative learning methods, all of which apply the basic principle of cooperative task and reward structures. They include peer practice, the jigsaw approach, cooperative projects, group investigation, and learning together. Several curriculum packages are available. Choice of method may depend on the teacher's subject matter and communication goals. Classroom implementation requires preparation of the necessary materials; rearrangement of the classroom to facilitate small group work; class division into small groups; establishment of guidelines for group work; teacher monitoring and intervention when necessary; and evaluation on both task performance and group work, which can include class discussion. (MSE)

ED 287 315 FL 016 972
Campbell, Cherry
Writing with Others' Words: Native and Non-Native University Students' Use of Information from a Background Reading Text in Academic Compositions.
California Univ., Los Angeles. Center for Language Education and Research.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—CLEAR-TR4
Pub Date—87
Contract—400-85-1010
Note—48p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Processes, *College Students, Comparative Analysis, *English (Second Language), Higher Education, Holistic Evaluation, *Information Utilization, Language Styles, Plagiarism, *Resource Materials, Textbooks, *Writing (Composition), Writing Skills
Identifiers—Paraphrase, Quotations, *Summarization
A study examined the use of background information by native and non-native English-speaking university students in explaining, summarizing, paraphrasing, quoting, and copying information from a reading text. Thirty students in composition courses (10 native speakers and 20 non-native speakers, 10 each from a remedial and a standard class) wrote papers on the same topic using the same background reading text. Information from the source text used in the student papers was categorized as to type (explanations, summaries, paraphrases, quotations, and copied information), function (background, foreground), and section of paper (first paragraph, final paragraph, intervening body paragraphs). Results indicated that students made significantly more use of information in the final paragraphs than in the body paragraphs. In their opening paragraphs, non-native speakers also used significantly more information from the source text than native speakers. In some cases, the student excerpt matched the background text except for slight changes in syntax or lexicon, but insufficient to constitute paraphrase, and more of these "near copies" and explanations of the background text functioned as foreground rather than background. The native speakers received higher mean holistic scores of writing quality than the non-native speakers due to more consistent academic style and tone in their written language. (Author/MSE)

ED 287 316 FL 016 973
Handbook for Teaching Japanese-Speaking Students.
California State Dept. of Education, Sacramento. Bilingual Education Office.
Spons Agency—Department of Education, Washington, DC.
Report No.—ISBN-0-8011-0680-X
Pub Date—87
Note—135p.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Bilingual Education, Classroom Techniques, Comparative Analysis, Cultural Traits, Curriculum Design, *Educational Resources, Educational Strategies, English (Second Language), Enrollment Rate, Foreign Countries, Grammar, Immigrants, *Japanese, *Limited English Speaking, Native Language Instruction, *Program Development, *Sociocultural Patterns, Student Needs, Uncommonly Taught Languages, Written Language
Identifiers—*California, Japan, Orthography
A handbook for teachers, administrators, and bilingual education specialists who deal with limited-English-proficient, Japanese-speaking students is designed to assist this language minority to get the best educational opportunities. Chapters discuss the background of Japanese-speaking people in California, historical and sociocultural factors related to the Japanese language, Japanese linguistic characteristics, and recommended instructional and curricular strategies for Japanese and English language

development. A bibliography is included. Appended materials include a list of districts ranked by enrollment of limited-English-speaking Japanese-speaking students; a list of educational resources; an outline of the course of Japanese language study used in Japan; and a guide to Japanese holidays, ceremonies, and festivals. (MSE)

ED 287 317 FL 016 974
Student Achievement Testing Program Bulletin, Grade 6 French Language Arts, 1987-88 School Year = Bulletin du programme de tests de rendement, Francais 6e annee, annee scolaire 1987-88.
Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.
Pub Date—Sep 87
Note—77p.
Language—English; French
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Achievement Tests, Cognitive Measurement, *Evaluation Criteria, Foreign Countries, *French, *Grade 6, Language Skills, *Language Tests, Reading Tests, Scoring, Second Language Programs, State Standards, *Test Format, Test Items, *Writing Evaluation
Identifiers—*Alberta
A bulletin concerning Alberta's Grade 6 French language achievement test to be administered in June 1988 provides specific information about the test's design, items, and scoring. It begins with general information about the province's achievement test program in English and goes on to describe and illustrate the French language arts achievement test for grade 6, including discussion of item types, considerations in developing the items, timing, selection of raters, and scoring dates and procedures. Sample items and scoring guides for each test section (composition and reading) are provided. English and French versions of the bulletin are included. (MSE)

ED 287 318 FL 016 975
Career Profiles.
Dallas Independent School District, TX. Dept. of Research, Evaluation, and Information Systems.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date—84
Note—149p.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Career Awareness, *Employment Qualifications, *Occupational Information, Occupational Mobility, Personality Traits, *Professional Occupations, Secondary Education, *Service Occupations, *Skilled Occupations, *Technical Occupations, Work Environment
Identifiers—Drivers
A guide to skilled occupations presents information on 30 occupations in narrative form. It is designed for students to use in career planning. For each occupation, the narrator describes, in conversational, first person form, the job, working conditions, necessary qualifications and personal characteristics, related school subjects, and opportunities for advancement and mobility. The occupations include: airline ticket agent, aquatic biologist, accountant, book editor, briefing attorney, ship's captain, commercial diver, computer programmer, conservation officer, editorial writer, electrician, executive, Federal Bureau of Investigation special agent, fish culturist, foreign correspondent, hearse chauffeur, international sales representative, longshoreman, managing editor, marine geophysicist geologist, merchant marine, optometrist, pediatric nurse, pilot, radio officer, railroad steward, taxi driver, travel information service worker, truck dispatcher, and veterinarian. (MSE)

ED 287 319 FL 016 976
Boon, Rebecca And Others
Washington State Adult Refugee Project Preliterate ESL Curriculum.
Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
Pub Date—Jun 87
Note—67p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Education, Behavioral Objectives, Class Activities, Communicative Competence (Languages), Course Content, *Daily Living Skills, Educational Resources, *English (Second Language), *Limited English Speaking, Realia, *Refugees, Second Language Instruction, Small Group Instruction, State Curriculum Guides, Vocabulary Development, Vocational Adjustment
Identifiers—*Washington
A guide to designing a curriculum in English as a second language (ESL) for adult, preliterate, limited-English-speaking refugees gives some general suggestions for teaching this group and outlines curricula for three levels of proficiency. Each lesson lists specific objectives, functions, activities, topics, expressions, structures, resources, and methods or techniques to be used. Lesson topics include social exchanges, personal information, letters and words, numbers and computation, the calendar, time, classroom and household objects, health, weather, money, emergency assistance, family, occupations, shopping for food and clothing, maps and directions, timetables, reading and writing messages, the use of sequencing on the job, finding out about a job, small talk, telephone skills, interview skills, making mistakes on the job, following instructions and asking for clarification on the job, work policies, reporting problems on the job, safety, reading bills and writing checks, driving and directions, and literacy skills. A bibliography is included. (MSE)

ED 287 320 FL 016 977
Callaway, Donn Robert
Washington State Adult Refugee Project Intensive ESL Curriculum.
Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
Pub Date—Sep 85
Note—102p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Education, Adult Vocational Education, Behavioral Objectives, Communicative Competence (Languages), Curriculum Design, Employment, *English (Second Language), *Intensive Language Courses, *Job Training, *Refugees, Second Language Instruction, Vocational Adjustment
Identifiers—*Washington
The intensive curriculum in English as a second language (ESL) for adult refugees is designed for members of this group who are highly motivated to get a job, have had seven to nine years of previous education, have been settled in the area for at least three months, and have been evaluated as at least a "high beginning 1" on the Washington State adult refugee oral placement test. The curriculum guide provides assistance in developing instructional plans to help students acquire the practical English needed for job placement or to pursue vocational training, and to continue to acquire English outside the classroom. The curriculum is based on 20-25 instructional hours per week, and contains three instructional levels. Each level consists of oral communication, reading, and writing components, and an optional pronunciation component for all levels is provided. Each component consists of terminal functional competency objectives, enabling objectives, and suggestions for topics, structures, and expressions to be taught. It is recommended that teachers use the guide to develop lessons emphasizing occupation-related or employment-related topics. A list of recommended texts is included. (MSE)

ED 287 321 FL 016 978
Borodkin, Thelma
Metacognition: A Reachable/Teachable Goal.
Pub Date—Mar 87
Note—22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Activities, Classroom Techniques, *Cloze Procedure, Cognitive Processes, English (Second Language), Higher Education, Language Proficiency, *Learning Processes, Learning Strategies, *Metacognition, Problem Solving, *Reading Skills, Second Language Learning
Identifiers—*Directed Reading Thinking Activities
A discussion of cloze procedure and Directed Reading and Thinking Activity (DRTA) proposes that the complementary use of the two procedures helps develop student awareness of language-learning processes (metacognition) for improved language proficiency. The paper defines metacognition, cloze, and DRTA, describes their use in teaching, reviews relevant research, and explains methods of combining the techniques in the language classroom. This approach encourages (1) the development of cognitive strategies; (2) the development of good language-learning characteristics such as active participation, working through mistakes, group work, tolerance of uncertainty, attention to form and patterns, and seeking opportunities to practice; and (3) the ability to regulate learning. A list of references is included. (MSE)

ED 287 322 FL 016 979
Guindal, Albert Lopez
Humour: An Excellent EFL Teaching Device.
Pub Date—Apr 85
Note—13p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (Brighton, England, April 1985).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Classroom Techniques, Comics (Publications), Cultural Context, Discussion (Teaching Technique), *English (Second Language), Expressive Language, *Figurative Language, Grammar, *Humor, *Irony, *Language Styles, Learning Strategies, Phonetics, Puzzles, *Second Language Instruction, Second Language Learning, Syntax
Identifiers—Ellipsis, *Euphemism
Humor is an excellent teaching tool because, in addition to preventing classroom boredom and monotony, it introduces lateral aspects of language such as irony, sarcasm, mockery, elision, ellipsis, and euphemism. Humor in language can be approached interactively or structurally through a variety of activities. It can be used to expand vocabulary, encourage discussion, examine meaningless words and expressions, introduce double-sense words and expressions, investigate ways of expressing ideas and their implicit intentions, develop syntax and grammar, provide cultural information, and teach phonetics. Cartoons (provided by the teacher or produced by the students), jokes, headlines, advertising, quotations with mistakes, and even classroom humor provide opportunities for language learning. Teachers can file these materials in a variety of ways to maximize their usefulness. (MSE)

ED 287 323 FL 016 980
Otanes, Fe T., Ed. Hale, Austin, Ed.
Studies in Philippine Linguistics, Volume 6, Number 2, 1986.
Linguistic Society of the Philippines, Manila.
Pub Date—86
Note—235p.
Pub Type— Collected Works - General (020) — Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Articulation (Speech), Contrastive Linguistics, Dialects, Foreign Countries, *Intergroup Relations, *Language Attitudes, *Linguistic Theory, *Phonology, Questionnaires, *Sociolinguistics, Structural Analysis (Linguistics), Tagalog, *Uncommonly Taught Languages
Identifiers—*Philippines
Three linguistic studies of Philippine languages are presented. In "Sociolinguistic Survey of Bantoanon" by M. Ruth Gordon and Heather J. Kilgour, sociolinguistic methods were used to study the Bantoanon area of northwest Ramblon province to learn how the Bantoanon people feel about their language and where its linguistic center is. "Survey Methods and Their Insights into the Acceptability of Literature among Related Varieties" by Michael P. Downey addresses the problem presented when speakers of one dialect reject literature prepared in a closely related dialect. The setting is the Mayoyao municipality of Ifugao Province in northern Luzon. "A Reconstruction of Proto-Southern Mindanaon" by T. Dale Savage reconstructs the phonology of Proto-Southern Mindanaon, the hypothetical common parent language of Koronadal Blaan, Sarangani Blaan, and Tboli, and tests the assumption that the three daughter languages are related. (MSE)

HE

ED 287 324 HE 019 422
Dunn, Ian R., Ed.
Research and Development in Higher Education. Volume 5. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (8th, Sydney, New South Wales, Australia, May 7-10, 1982).
Higher Education Research and Development Society of Australasia, Sydney. (Australia).
Report No.—ISBN-909528-82-9
Pub Date—84
Note—285p.; Document contains small print. For related documents, see ED 221 076-077 and HE 019 424.
Available from—Tertiary Education Research Centre, University of New South Wales, P.O. Box 1, Kensington, 2033, New South Wales, Australia.
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—College Faculty, *College Instruction, *Computer Assisted Instruction, *Course Evaluation, *Faculty Development, Foreign Countries, Higher Education, Learning Experience, *Microcomputers, Teacher Attitudes
Identifiers—*Australia
Issues and solutions in teaching and learning in higher education are addressed in 28 papers and 6 workshop reports from a 1982 conference of the Higher Education Research and Development Society of Australasia. Papers are grouped under the major categories of staff development, course evaluation, teaching and learning, and microcomputers in teaching and learning. Some of the paper titles and authors include: "Staff Development in a Climate of Retrenchment" (C.K. Knapper); "Professional Development of University Teachers: An Act of Faith?" (R.A. Cannon); "Staff Development: The Problem and Some Possible Solutions" (R.B. Gardiner); "Attitudes of Australian Academics to Staff Development" (J.A. Bowden & J. Anwyl); "Debriefing Academics about Their Teaching" (E.M. Barrett, J.P. Powell); "University Teachers' Evaluations of the Impact of Workshops on Their Teaching" (D.J. Boud, E.A. de Rome, J.P. Powell); "Laboratory Work at School and University" (R.G. Gabb, A.H. Mander); "A Pragmatic Evaluation of Practical Teaching in Science: The Method" (H.B. Guthrie); "The Overgrown Lecture Course: A Case for Radical Pruning" (L.W. Andresen); "Individualisation: Problems and Potential" (M. Pearson); "Bridging the Mathematics Gap" (J. Taffe); "Designing Instructional Modules in Training Programs Using Microcomputers: An Interactive Approach" (A. Gelder, A. Maggs); and "Allocating Grades Depends on Study Quality" (B. Imrie). (SW)

ED 287 325 HE 019 424
Lublin, Jacqueline, Ed.
Research and Development in Higher Education. Volume 7. Selected Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (10th, Sydney, New South Wales, Australia, May 1984).
Higher Education Research and Development Society of Australasia, Sydney. (Australia).
Report No.—ISBN-909528-84-5
Pub Date—May 84
Note—299p.; For related documents, see ED 221 076-077 and HE 019 422.
Available from—Tertiary Education Research Centre, University of New South Wales, P.O. Box 1, Kensington, 2033, New South Wales, Australia.
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—College Science, Course Evaluation, *Curriculum Development, Doctoral Programs, *Education Work Relationship, *Faculty Evaluation, Foreign Countries, Graduate Study, Higher Education, *School Business Relationship, Teacher Effectiveness, Technical Education
Identifiers—*Australia
Education, training, and employment are addressed in 33 papers from a 1984 conference of the Higher Education Research and Development Society of Australasia. Papers are grouped in the main categories of professional education and the influence of industry, course development for vocationalism, teachers and teaching, learners and learning, higher degree study of graduates, review and evaluation, and preparation for a post-industrial society. Paper titles and authors include: "Representation of the Professions in Curriculum Development" (A. P. Prosser)); "Enhancing Vocational Relevance through Co-operation between Sectors: A Country College Initiative" (E. Brooks); "Joint Industry and Educationist Development of a Tertiary-Level Course for Mid-Managers in the Mining Industry" (R. Francis, C. Burns); "Middle Level Technical Training by External Study: A Case Study" (P. Clark); "Staff Development and the Socialization of Incoming Academic Staff" (E. de Rome, D. Boud); "Evidences of Humanistic Education in Vocationally Oriented and Other Australian University Departments" (J. Genn); "Students' Understanding of Science Concepts" (E. Hegarty); "An Appropriate Curriculum for Part-Time Students" (R. Landbeck); "The Education, Training and Employment of Postgraduates" (P. Nightingale); "Evaluation and the Pursuit of Excellence" (I. Thomas); "What Are Superior University Teachers' Strengths in Teaching?" (I. Moses); and "A Model for a Comprehensive Approach to the Evaluation of Teaching Effectiveness" (R. Iredale). (SW)

ED 287 326 HE 020 302
Kahn, Susan, Ed.
Undergraduate Teaching Improvement Grant Abstracts. Abstracts of Projects Funded by the University of Wisconsin System Undergraduate Teaching Improvement Grant Program.
Wisconsin Univ. System, Madison. Undergraduate Teaching Improvement Council.
Pub Date—Sep 86
Note—397p.; Updated version of "Enhancement of Undergraduate Teaching: Proposals and Results".
Available from—Undergraduate Teaching Improvement Council, University of Wisconsin, 1642 Van Hise Hall, 1220 Linden Drive, Madison, WI 53706.
Pub Type— Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Classroom Techniques, *College Instruction, Competency Based Education, Curriculum Development, *Educational Innovation, *Grants, Higher Education, *Instructional Improvement, Instructional Materials, Interdisciplinary Approach, Learning Activities, Learning Modules, Program Descriptions, *Teaching Methods, *Undergraduate Study
Identifiers—*University of Wisconsin System
This document presents a profile of projects funded by the University of Wisconsin System Undergraduate Teaching Improvement Grant program. Three hundred and five one-page abstracts of awards made by the program are provided that briefly summarize the original proposal and the latest results that have been drawn from the project director's reports and observations. The names, departments, and institutions of project directors are indicated, along with the current contact person. The year for which the grant was awarded and the amount are specified. Keywords that describe the subject area and methodology of the project are included. Abstracts are assembled by year of grant, and within each year, by file number. A table of abstracts contains the file number, project title, name of project director(s), and institutional code. Four indices offer guides to the abstracts by discipline or subject matter, instructional methodology, project directors' and contact persons' names; and institutions involved. Cross references are included. The history of the grant program is summarized. (SW)

ED 287 327 HE 020 472
Lazerson, Marvin, Ed.
American Education in the Twentieth Century: A Documentary History. Classics in Education, No. 52.
Report No.—ISBN-0-8077-2851-9
Pub Date—87
Note—203p.
Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 ($11.00, paper–ISBN-0-8077-2851-9; $20.00, cloth–ISBN-0-8077-2852-7).
Pub Type— Collected Works - General (020) — Historical Materials (060)
Document Not Available from EDRS.
Descriptors—Access to Education, *College School Cooperation, *Educational History, Educational Opportunities, Educational Quality, *Elementary Secondary Education, Equal Education, Federal Legislation, *Government School Relationship, *Higher Education, Minority Groups
Excerpts from 34 documents and commentary concerning U.S. education in the twentieth century are presented. Each document represents a landmark in the development of American education. Perspectives are also provided on conditions and dilemmas still being addressed by educators today. Among the issues covered are minority education, the Depression of the 1930s, the development of the federal role in education, and the relationship between higher education and elementary/secondary schools. The educational history is divided as follows: the transformation of education, 1900-1929; continuity and change, 1930-1941; educational excellence in a democratic society, 1942-1963; the expansion of opportunity, 1964-1980; and dilemmas of the 1980s. The tension between equality of opportunity and educational quality is a central theme in the recent development of American education. (SW)

ED 287 328 HE 020 500
Nine Disciplines 1981-82 and 1982-83: A COFHE Graduate Project Study Summary.
Consortium on Financing Higher Education, Cambridge, MA.
Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.
Pub Date—Oct 84
Note—15p.
Available from—Council on Financing Higher Education, 238 Main Street, Suite 500, Cambridge, MA 02142.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Admission Criteria, *College Applicants, College Science, *Departments, *Doctoral Programs, Engineering, *Enrollment Trends, Full Time Students, *Graduate Study, Higher Education, Humanities, Social Sciences
Identifiers—Consortium on Financing Higher Education
Findings of the 1981-1982 and 1982-1983 Consortium on Financing Higher Education (COFHE) Graduate Project are summarized, with attention to application, admission, and enrollment data for representative departments across project institutions. This Nine Discipline Study (NDS) created a database for nine graduate fields representing the humanities, social sciences, natural sciences, and engineering. These fields are: French, English, philosophy, political science, economics, biochemistry, chemistry, mechanical/aeronautical engineering, and chemical engineering. Data were collected from more than 150 departments at 20 colleges, on all applicants for full-time graduate study, with emphasis on doctoral study. Findings include: in both years, more than 11,000 applicants submitted over 21,000 applications to departments; the average number of applicants submitted to a given department averaged from under two to almost five per applicant; there was a highly selective admissions process that favored higher ability applicants; in all disciplines there was a strong relationship between admission rates and tested ability; and the probability of an admitted applicant's matriculating increased if financial support was offered. Information for English departments is provided. (SW)

ED 287 329 HE 020 503
Meredith, Mark And Others
Differentiating Bona Fide Strategic Planning from Other Planning.
Pub Date—1 May 87
Note—26p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Change Strategies, *College Administration, *College Planning, Comparative Analysis, *Decision Making, Economic Climate, Higher Education, Long Range Planning, Resource Allocation, School Surveys
Identifiers—*Strategic Planning
The extent to which a college has been engaged in strategic planning was studied with a sample of 96 institutions which had been identified as using strategic planning in a 1985 study. Survey questions consisted of a mixture of: (1) activities proper and essential to strategic planning; and (2) approaches and views of strategic planning that have little to do with the concept. The premise was that the higher the number of strategic responses, the greater the extent to which an institution is engaged in what can be considered bona fide strategic planning. The av-

erage number of strategic responses was similar among institutional types, control, and size. Findings revealed that not all institutions that asserted that they were engaged in strategic planning were so engaged (i.e., perhaps only one-third were). The number of institutions conducting bona fide strategic planning appeared to be smaller than suggested in previous research. Strategic planning is defined, and factors differentiating strategic planning from traditional long-range planning are listed. Three guidelines for conducting strategic planning are offered. (SW)

ED 287 330 HE 020 544
Ewell, Peter T.
Assessment, Accountability and Improvement: Managing the Contradiction.
National Center for Higher Education Management Systems, Boulder, Colo.
Spons Agency—American Association for Higher Education, Washington, D.C.
Pub Date—May 87
Note—25p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, Accreditation (Institutions), *Educational Assessment, Government School Relationship, *Higher Education, Information Needs, *Outcomes of Education, *Student Evaluation
Identifiers—*AAHE Assessment Forum
Legitimate external groups that seek accountability for educational outcomes are identified, and attention is directed to choices for designing an institutional assessment, as well as principles to guide institutions' response to accountability demands. Appropriate domains of accountability include: (1) the authority of state government to regulate and govern public colleges; (2) the review of institutions by regional accreditation bodies; and (3) calls for individual colleges and universities to provide information to guide "consumer choice." Areas in which colleges must choose how to proceed with an assessment include: what to assess, how to organize the assessment, and the manner and extent to which assessment results are communicated. Principles that institutions can follow in their response to accountability demands include: respond visibly to domains of legitimate external concern, build on strength, and show action. Particular actions that institutions can undertake include: extending or initiating post-testing of basic skills, experimenting with new approaches to student evaluation within the regular curriculum, and making assessment a visible part of the curriculum and important administrative processes. (SW)

ED 287 331 HE 020 606
Fincher, Cameron, Ed. And Others
Higher Education in Georgia: Assessing the Institutional Effectiveness of Student Retention. Proceedings of the Conference (4th, Athens, Georgia, December 1-2, 1986).
Georgia Univ., Athens. Inst. of Higher Education.
Pub Date—87
Note—111p.; Paper collected as part of the American Association for Higher Education Assessment Forum.
Available from—University of Georgia, Institute of Higher Education, Athens, GA 30602 ($4.00).
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Persistence, Allied Health Occupations, College Preparation, *College Students, Health Occupations, Higher Education, Private Colleges, *School Effectiveness, *School Holding Power, Technical Education
Identifiers—*AAHE Assessment Forum, *Georgia
Assessing the effectiveness of institutional efforts in student retention in Georgia higher education is addressed in papers from a conference sponsored by the University of Georgia. Included are Patrick T. Terenzini's keynote address, "What Research Tells Us about Student Retention" and an address by Harry Carter, "Student Retention as a Measure of Institutional Quality." From seven panels on retention, the following papers/authors are represented: "College Entrance Requirements That Make Sense" (Nathaniel Pugh, Jr.); "The Special Problems of Retaining Technical Students" (Jennifer Coplin); "Problems in Defining Vocational-Technical Retention Statewide" (Fred E. Kiehle, III); "Principles of Learning and Development: Can They Help in Retraining Students?" (Cameron Fincher); "Placement and Retention in Remedial/-Developmental Programs in the SREB States" (Ansley A. Abraham, Jr.); "Factors Influencing Retention in Private Four-Year Colleges" (M. Willisia Holbrook); "Retention Programs That Work in Private Two-Year Colleges" (Ronald Weitman); "Retention Issues in Medical and Health Education: The Academic Health Center" (Jean A. Morse); "A Retention Model for Minority Students in Allied Health Professions" (Lynda D. Woodruff, Delmas J. Allen); "Institutional Studies on Retention: A Taxonomy" (Larry Jones). (SW)

ED 287 332 HE 020 611
Soria, Oscar
International Cooperation: A Positive Response.
International Association of Univ. Presidents, Guadalajara, Jalisco (Mexico).
Pub Date—Jun 87
Note—27p.; Paper presented at the Triennial Meeting of the International Association of University Presidents (8th, Guadalajara, Jalisco, Mexico, June 21-27, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cooperative Programs, *Higher Education, *International Educational Exchange, Research Projects, *Universities
Conditions for developing international university cooperation are identified, along with stages of international cooperation in education. Guidelines to promote cooperation are provided. The dominant focus and new role of universities has become problem-solving and community development, as distinct from the previous institutional-building emphasis. Fifteen conditions for developing international cooperation among universities are specified, including: effecting the transition from adoption to creative innovation, linking gaps to differentiated needs, and considering the time factor in cooperative arrangements. Obstacles facing universities in international cooperation include financial, structural, and organizational problems. Recommendations include: strengthening relationships among government, business, and universities; promoting relationships among researchers; strengthening the social and institutional compensation regarding scientific and technological research and development; and concentrating efforts on training and human resources for research, especially at the tertiary level. Ways in which cooperation among universities can occur nationally and internationally are summarized in a list of 10 modes. (SW)

ED 287 333 HE 020 655
O'Neil, Robert M.
The University of Toledo Honors Day Address.
Toledo Univ., Ohio.
Pub Date—13 May 87
Note—12p.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Freedom, *College Faculty, *Controversial Issues (Course Content), Dissent, Educational History, Federal Government, *Freedom of Speech, *Government School Relationship, Higher Education, *Political Influences, Scholarship, State Universities
Identifiers—*University of Toledo OH
Academic freedom and its impact on scholarship are considered in this University of Toledo's Honors Day address. As introduction, some significant points of the University's history that portray its commitment to academic freedom are cited, along with trends affecting academic freedom in the United States as a whole. It is suggested that academic freedom protects the right to explore controversial issues honestly, in the classroom and the laboratory. Two decades ago concern was mainly with loyalty oaths and speaker bans, measures adopted by the state legislatures in the 1950s to allay public apprehension about subversive activities on U.S. campuses. After the Kent State students were killed, one threat to academic freedom was legislation calling for dismissal of state university professors who were convicted of offenses on or off campus. Threats to academic freedom today are of a different type: (1) those involving restrictions imposed by the federal government; (2) those of private groups who from one side of the political spectrum challenge the right to teach freely in the classroom; and (3) those who on the other side challenge the right to speak freely on university campuses. (SW)

ED 287 334 HE 020 668
Cronin, Joseph Marr, Ed. Simmons, Sylvia Quarles, Ed.
Student Loans: Risks and Realities.
Report No.—ISBN-0-86569-165-7
Pub Date—24 Aug 87
Note—192p.
Available from—Auburn House Publishing Company, Dover, MA 02030 ($24.95).
Pub Type— Books (010) — Collected Works - General (020) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—*Access to Education, *College Students, *Credit (Finance), Financial Aid Applicants, Financial Services, Foreign Countries, Higher Education, Legal Responsibility, *Loan Repayment, Low Income Groups, Minority Groups, Student Financial Aid, *Student Loan Programs
Identifiers—*Debt (Financial), *Guaranteed Student Loan Program, Internal Revenue Service, Massachusetts, Parent Loans for Undergraduate Students Program, Paying for College, United States (North Atlantic States)
Issues concerning college student loans are addressed in 10 chapters written by educators, guarantee agency administrators, and government officials. Topics include: loan repayment, the impact of loans on access, loan programs in five industrialized nations, and the Guaranteed Student Loan program and other sources of financial aid. Chapter titles and authors are as follows: "Myths and Realities of Student Indebtedness" (Joseph Marr Cronin, Sylvia Quarles Simmons); "Repayment, Responsibility, and Risk" (Dennis J. Martin); "The IRS Student Loan Collection Program" (Richard Hastings); "The Dilemmas of Loan Counseling: A Practitioner Viewpoint" (Ann Coles, Janice Dorian, Theresa Orr, S. Simmons); "Access to Higher Education: A Shared Responsibility" (Dolores E. Cross); "Minority Students in Higher Education: A New England Perspective" (Richard G. King); "International Perspectives: A Five-Nation Study" (D. Bruce Johnstone); "Student Financial Aid: An International Perspective" (J. Cronin); "The Prospect for Family Education Loans" (Ernest T. Freeman, Thomas D. Parker); and "Improving Student Aid" (J. Cronin, S. Simmons). Appended are a glossary and information on: ACCESS, a counseling and tuition aid program; the Higher Education Information Center; and the Massachusetts Higher Education Assistance Corporation. (SW)

ED 287 335 HE 020 671
Hochberg, L. Jim, Sr.
Associate/Bachelor Degree Articulation.
Pub Date—24 Apr 87
Note—10p.; Paper presented at the convention of the American Association of Community and Junior Colleges (Dallas, TX, April 22-25, 1987).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), *Associate Degrees, *Bachelors Degrees, *College Credits, College Programs, *College Transfer Students, Competence, Entrepreneurship, Higher Education, *Transfer Policy, Upper Division Colleges
Identifiers—*Hawaii Pacific College
Policies and procedures to promote articulation of associate degree with bachelor degree study are recommended based on the experience of Hawaii Pacific College, Honolulu. Consideration is given to: flexibility versus rigidity, competency versus curriculum specifics, corroboration and substantiation, and contingency versus once-for-all-award. It is suggested that students should not lose the lower-division credits that they took through associate degree programs. An essential factor in awarding transfer credit is competency in the subject matter as opposed to the title of the course. Corroboration of competence can be through life-experience or industrial military training or by institutional testing. In some cases, a contingency award can be made pending the student's demonstration of competency. Also considered is Hawaii Pacific College's design of an entrepreneurial studies program that involves a baccalaureate major and a special series of noncredit workshops and short courses. (SW)

ED 287 336 HE 020 694
Armstrong, James And Others

Active Learning in an Interdisciplinary Course.
Pub Date—[87]
Note—17p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Articulation (Education), *College Curriculum, Decision Making, Discussion Groups, *Fused Curriculum, *General Education, *Group Activities, Higher Education, *Interdisciplinary Approach, *Learning Activities, Role Playing, State Universities, Values
Identifiers—*State University of New York Coll at Plattsburgh
A general education cluster course structure at the State University of New York, Plattsburgh, is described. Philosophy, anthropology, and geography classes met separately to cover the different disciplines, and joint sessions for learning exercises were held. Cluster course objectives were: to provide undergraduates with a broad and integrative general education experience; create an active learning atmosphere, and develop a design that could be sustained in a disciplinary environment with either a core or category-type general education program. The joint sessions are built around contemporary issues, and the pedagogy requires active exploration of the relationship between values and decisions. Exercises used in the joint session are described, and exercises that have been successful and unsuccessful are included as illustrations. The exercises include a panel discussion, role playing, and exercises involving small group and large group activities. The cluster structure can be applied to different disciplines and changes in faculty can be accomplished without much administrative interference. One difficulty was coordination on the course outline and the selection of written materials and exercises. (SW)

ED 287 337 HE 020 696
Kramer, Howard C.
Practicum Training for Advisors.
Pub Date—[87]
Note—25p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Advising, Counselor Training, *Faculty Advisers, *Faculty Development, Higher Education, Models, *Practicums, Training Objectives
The use of a practicum form of training for faculty advisers is discussed. Understanding the advising process may be viewed as a transaction between master adviser (advising mentor) and faculty adviser. Likewise, the understanding can be replicated in the interaction between faculty adviser and student advisee. Using the practicum setting to help advisers is a way to represent essential features of advising practice while enabling learners to experiment at low risk, vary the pace and focus of their work, and go back over things. The learner must be able to say what effects are desired. Joint experimentation can help learners set their own objectives. A behavioral change model proposed by R. H. Davis, 1979, identifies variables that influence changes in the instructional behavior of faculty. The model, which contains classes of organizational and individual variables, is used to critique the applicability of using a reflective practicum setting in the adviser-training program. A major organizational variable concerns role expectations of faculty. It is advocated that advisees be led by their advisers to view the advising process as one by which imperfect actions are modified through reflection-in-action, i.e., the process of judging what one's responses should, or could, be. (SW)

ED 287 338 HE 020 703
Galligani, Dennis J.
University of California, Irvine, Student Affirmative Action Five-Year Plan and Planning Process, 1984-1988. Volume I.
California Univ., Irvine.
Pub Date—1 Jul 84
Note—161p.; For related documents, see HE 020 704-706.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Academic Persistence, Access to Education, *Affirmative Action, *College Admission, *College Planning, *College Students, Higher Education, Long Range Planning, Minority Groups, Program Content, Program Evaluation, Program Implementation, School Holding Power, *Student Recruitment
Identifiers—*University of California Irvine
This first volume of the University of California, Irvine, (UCI) Student Affirmative Action (SAA) Five-Year Plan provides an overview of the plan and the planning process, lists campus SAA goals and objectives, summarizes campus SAA activities, and describes the research and evaluation components of the plan. Topics include: the historical context in which the SAA plan was developed, the ongoing planning process, qualitative and quantitative goals affecting implementation of the plan, and objectives that focus programmatic responses from units and allow measurement of progress toward these goals. The goals cover outreach, enrollment, retention, and graduation and cover topics such as academic preparation, career development, and social environment. Programmatic responses to the SAA goals and objectives from 22 administrative and 11 academic units are summarized. Affirmative action activities of the academic senate SAA committee are covered, along with the SAA plans of the Division of Graduate Studies and Research and the UCI-California College of Medicine. Evaluation focuses on progress toward goals and research will focus on the nature of underrepresentation of minority students. A glossary of SAA terms is appended. (SW)

ED 287 339 HE 020 704
Galligani, Dennis J.
University of California, Irvine, Student Affirmative Action Five-Year Plan and Planning Process, 1984-1988. Volume II.
California Univ., Irvine.
Pub Date—1 Jul 84
Note—388p.; For related documents, see HE 020 703-706.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—*Affirmative Action, Ancillary School Services, *College Planning, *College Students, *Departments, Higher Education, Program Descriptions, *Student Personnel Services, *Student Recruitment
Identifiers—*University of California Irvine
This second volume of the University of California, Irvine (UCI), Student Affirmative Action (SAA) Five-Year Plan contains the complete student affirmative action plans as submitted by 33 academic and administrative units at UCI. The volume is organized by type of unit: academic units, academic retention units, outreach units, and student life units. A list is provided of the units within each of the four types. Each unit provided updates of their 1983-1984 SAA activities and plans for 1984-1985. Each unit relates their activities to the revised SAA goals and objectives. A chart provides an overview of the total number of 1984-1985 SAA activities submitted by 33 units at UCI. For each unit, information is provided on the number of comprehensive programs versus the number that are smaller-scale activities, projects, or events. Other charts summarize information for each unit such as: number of 1984-1985 activities and whether they are ongoing or planned, the general orientation or focus of the unit, the unit's SAA target group, and two examples of typical SAA activities. (SW)

ED 287 340 HE 020 705
Galligani, Dennis J.
University of California, Irvine, Student Affirmative Action Five-Year Plan and Planning Process, 1985-1986. Volume III.
California Univ., Irvine.
Pub Date—1 Sep 85
Note—502p.; For related documents, see HE 020 703-706.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors—*Affirmative Action, Ancillary School Services, *College Planning, *College Students, *Departments, Higher Education, Program Descriptions, *Student Personnel Services, *Student Recruitment
Identifiers—*University of California Irvine
An update of the University of California, Irvine, Student Affirmative Action (SAA) plan is presented for 1985-1986. SAA activities planned by both academic and administrative units are covered, such as activities designed to: stimulate greater student involvement, establish clearer life goals and career linkages, enhance cultural awareness, and improve mach and science skills. The following types of units are covered: academic units, academic retention units, outreach units, and student life units. This volume contains an assessment sheet for 1984-1985 SAA activities from the 11 academic and 22 administrative units that are included in the plan. These assessments represent internal evaluations of SAA efforts undertaken during the 1984-1985 academic year. For each unit, charts provide information on program activities that either occurred are planned, as well as program objectives, target groups, and anticipated and unanticipated outcomes. (SW)

ED 287 341 HE 020 706
Galligani, Dennis J.
University of California, Irvine, Student Affirmative Action Five-Year Plan and Planning Process, 1986-1987. Volume IV.
California Univ., Irvine.
Pub Date—1 Sep 86
Note—736p.; For related documents, see HE 020 703-705.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF04/PC30 Plus Postage.
Descriptors—*Affirmative Action, Ancillary School Services, *College Planning, *College Students, *Departments, Higher Education, Program Descriptions, *Student Personnel Services, *Student Recruitment
Identifiers—*University of California Irvine
The University of California, Irvine, 1986-1987 Student Affirmative Action (SAA) Plan is presented. An introductory section covers the organizational structure of SAA efforts, progress toward SAA goals, persistence and graduation rates for new SAA high school freshmen through spring 1985, and an overview of SAA education-oriented and community-oriented activities. Information is provided for 11 academic units, academic retention units, outreach units, and student life units. For each unit's program goal, a chart lists program objectives, the person responsible for implementation, program activities, numbers in the target group by ethnicity, expected outcomes, and ways outcomes are measured. A 1986-1987 schedule of activities is provided for each unit. Also included are worksheets for the assessment of unit SAA goals and program objectives for 1985-1986. For each goal and objective stated in the unit's 1985-1986 planning statement, program managers were asked to rate the level of effectiveness and comment on the rating assigned and enhancement intended. (SW)

ED 287 342 HE 020 709
Jones, Warren Ainley, John
Research and Development in Colleges of Advanced Education in Australia. ACER Research Monograph No. 31.
Australian Council for Educational Research, Hawthorn.
Spons Agency—Australian Tertiary Education Commission, Canberra.
Report No.—ISBN-0-86431-014-5
Pub Date—87
Note—111p.
Available from—ACER, P.O. Box 210, Hawthorn, Victoria 3122, Australia ($14.95 plus $3.00 surface mail postage and handling).
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors—Financial Support, Foreign Countries, Higher Education, Institutional Cooperation, Questionnaires, Reports, *Research Administration, *Research and Development, *Research Universities, School Surveys
Identifiers—*Australia
The level, role, and purposes of research and development (R&D) in colleges of advanced education (CAEs) in Australia in 1986 is reported. Also covered are: sources of funding for R&D, ways in which CAEs collaborate with other institutions, how R&D is managed; and the perceived role of R&D in both the teaching process and growth of the institution. Basic information on R&D was obtained from college handbooks, reports, and papers written by academic staff. Of the 47 CAEs surveyed, 39 completed a questionnaire to indicate how R&D was supported and managed at the central level. Eight CAEs were visited and meetings were held with the heads of schools or deans of faculties, as well as heads of research centers and public research companies that operated under the auspices of the institution. In addition, about 200 academic staff actively involved in R&D were surveyed. Information is presented on: official views of R&D; the main forms in which R&D is documented (e.g., institutional reports and directories, research company reports); research in different fields of study; and organizational structures to support and facilitate R&D. The questionnaire and interview schedule are appended, along with a list of R&D consultancies

and centers in CAEs. (SW)

ED 287 343 HE 020 715
Syarif, Aljufri Boctoom Harris, Robert C.
Holistic Model for Predicting Academic Success.
Pub Date—21 Apr 87
Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *College Students, Expectation, Family Characteristics, Foreign Countries, Higher Education, *Models, *Predictor Variables, Preservice Teacher Education, Socioeconomic Status, Student Attitudes, *Student Characteristics
Identifiers—*Indonesia
The usefulness of a holistic model designed for Indonesia in explaining the predictive relationship between student background characteristics and college academic achievement was assessed. The model consists of four constructs (cognitive entry behavior, attribution of success and failure, socioeconomic status, and family educational environment) as well as measurable variables for the constructs. The study population consisted of 411 Indonesian students preparing to be technical teachers in five technology areas in two institutes, one that recruits students primarily from rural to suburban settings and the other that recruits from urban to suburban settings. Results of path analysis and covariance structural analysis are presented. The model strongly predicted college academic achievement, accounting for 70% of the variance. It was less efficient in accounting for cognitive entry behavior or attribution of success and failure. The model and empirical evidence showed the importance of cognitive entry behavior, socioeconomic status, family educational environment, and attribution of success and failure. Information on the Indonesian education system is included. (SW)

ED 287 344 HE 020 716
Williams, John Delane And Others
A Ten Year Study of Salary Differential by Sex through a Regression Methodology.
Pub Date—Apr 87
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, *Females, Higher Education, Longitudinal Studies, *Males, Multiple Regression Analysis, Predictor Variables, *Salary Wage Differentials, *Sex Differences, *Teacher Salaries
Identifiers—*University of North Dakota
A 10-year study of salary differential by sex was undertaken at the University of North Dakota using a multiple regression methodology, with rank, discipline, degree, years in department, years in current rank, and sex as predictors. The sex variable evidenced lower salaries for women when controlling for the other variables throughout the study period for both proposed and actual salaries (from $341 in 1978-1979, proposed salary, to $1675 for 1981-1982, actual salary, to $504 for 1986-1987). This apparent drop in discrimination by sex in salary at each rank was accompanied by increasing differences in pay. The change is in the direction of market adjustments (i.e., paying lower salaries to those in disciplines with higher proportions of women). The actual amount of inequity by sex often exceeded the projected inequity by sex; also, the inequity by sex appeared to peak in the early 1980s (in terms of the regression coefficient for sex) and has appeared to drop to only about $140 higher than projected for 1977-1978. Variables included in the regression analysis are identified. Data are provided on mean salaries by sex and rank for projected and actual salaries, 1977-1987. (Author/SW)

ED 287 345 HE 020 717
Gardiner, James F. Lancaster, Diana M.
Class Attitudes among Dental Students.
Pub Date—21 Nov 86
Note—12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Clinical Experience, College Environment, *College Freshmen, *College Seniors, *Dental Students, Higher Education, Leadership, Peer Groups, *Peer Influence, Social Life, State Universities, *Student Attitudes, *Student College Relationship, Study Habits, Teacher Student Relationship
Identifiers—*Louisiana State University
Class attitudes among dental students were studied at Louisiana State University in spring 1986, with attention to attitudes toward leadership, faculty and administration, study habits, labs and clinics, information acquisition, social life, and class unification. Class attitudes became more uniform and deeply held as the classes progressed through their training. Through strong peer group pressure, deviants are encouraged to mirror their classmates' attitudes. This results in strong class unification that is helpful in facing a strict curriculum and demanding faculty. Sometimes class attitudes are destructive. Where the class believes that cheating or unapproved shortcuts are valid means to an end, conflict with faculty is likely to ensue. Freshman and sophomores held class attitudes that were generally consistent with faculty expectations. Seniors expressed more independence than other classes, particularly in reference to faculty. Juniors were the most negative of the four classes, and it was speculated that this is a result of heavy clinical requirements for the first time and increased pressure from faculty. (Author/SW)

ED 287 346 HE 020 718
Dinham, Sarah M.
Research on Instruction in the Architecture Studio: Theoretical Conceptualizations, Research Problems, and Examples.
Pub Date—87
Note—12p.; Paper presented at the Annual Meeting of the Mid-America College Art Association (1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Architectural Education, *Cognitive Processes, *College Instruction, *Educational Research, Higher Education, Learning Experience, *Learning Theories, Research Methodology, *Research Problems, Student Attitudes, Teacher Attitudes, Teacher Role
Research on instruction in the architecture studio is discussed drawing from current work in the psychology of teaching. Consideration is given to what instruction entails and the mental activities that occur when one is instructing. Difficulties in studying instruction are also addressed, and examples of research on instruction are based on studio instruction. The many and often conflicting conceptualizations of studio instruction are reviewed, from roots in the atelier to the work of today's cognitive theorists. The most recent research on teaching points to the urgency of studying both instructors' and students' thinking, processes of immense complexity. Studying complex thinking processes presents vexing methodological problems that have not yet been overcome. To illustrate both the possibilities for research and the insufficiency of today's research methods, the examples cover Dinham's current research findings on instructors' conceptions of their roles, instructional planning, simultaneous streams of thought, communication difficulties, and students' thinking. (Author/SW)

ED 287 347 HE 020 719
Groff, Warren H.
The Independent Learner: The Key Characteristic in Transformational Leadership.
Pub Date—27 Jul 87
Note—17p.; Paper presented at the Annual Summer Institute for Higher Education Programs (Fort Lauderdale, FL, July 27, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *College Role, *Graduate Study, *Higher Education, *Leadership, *Nontraditional Education, Nontraditional Students, Postsecondary Education as a Field of Study, Seminars, Technical Education
Identifiers—*Nova University FL
The early emergence of nontraditional graduate education programs is traced with particular emphasis on Nova University's Center for Higher Education. Characteristics of the independent learner that are essential in providing transformational leadership are also addressed. Nova University's innovative approaches provide nontraditional choices for a broad range of students. The Center for Higher Education provides a field-based Doctor of Education program for practitioners working in three specialized areas: higher education; leadership in adult education; and vocational, technical, and occupational education. The Center uses a field-based delivery format in combining instruction, independent study, and applied research. Students are required to complete seven seminars, five practicums, and a major applied research project. Five of the seven seminars are core seminars that are required for all students regardless of specialization. The core seminars are: curriculum and program planning, governance and management, applied educational research and evaluation, learning theory and applications, and societal factors affecting education. Specialization seminars are also offered, and two are required of each student choosing that specialization. (SW)

ED 287 348 HE 020 720
Brademas, John
The Politics of Education: Conflicts and Consensus on Capitol Hill.
Report No.—ISBN-0-8061-2058-4
Pub Date—87
Note—134p.; Written with the assistance of Lynne P. Brown.
Available from—University of Oklahoma Press, 1005 Asp Avenue, Norman, OK 73019 ($14.95 hard cover only; $1.50 postage).
Pub Type— Books (010) — Historical Materials (060) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Citizenship Education, Democracy, Economic Climate, *Educational Legislation, Educational Policy, *Federal Aid, *Government School Relationship, Higher Education, Policy Formation, *Political Influences, *Politics, *Public Policy
The politics of federal support for education is discussed, with attention to education policy formation and current themes and future directions for education policy that may flow from legislative history. The analysis is based on personal experiences as a U.S. Representative for over two decades and as president of America's largest private university. During the years between 1959 and 1980 there were intense struggles over the scope and direction of federal support for education. Consideration is given to how specific pieces of education legislation were developed and factors and forces that animate the legislative process in the U.S. political system. Themes that have emerged from the recent debate on education are addressed, along with major features of the political and economic climate that will determine whether and how these themes are translated into concrete action proposals. A philosophical analysis covers the relationship between education and democracy. The question of education for citizenship is addressed at a time when there are signs of the failure of United States citizens to understand the languages and cultures of other peoples of the world and even how the U.S. system of government works. (SW)

ED 287 349 HE 020 721
Tuition and Fees in the SREB States: Trends and Issues. Financing Higher Education, Number 31 in a Series, 1987.
Southern Regional Education Board, Atlanta, Ga.
Pub Date—87
Note—18p.
Available from—Southern Regional Educational Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790.
Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Fees, *Financial Policy, *Geographic Regions, Higher Education, Income, In State Students, Out of State Students, Professional Education, *Public Colleges, *Student Costs, Tables (Data), Trend Analysis, *Tuition, Two Year Colleges
Identifiers—*United States (South)
Current rates and trends in tuition and fees in the states belonging to the Southern Regional Education Board (SREB) are examined. Tuition policies in SREB states are discussed, along with the following issues: tuition as a cost to the student, the cost of providing educational services, and tuition as a source of higher education revenue. In most SREB states, in-state students at public four-year institutions will pay 5-10% higher tuition and fees for

1987-1988. Tuition and fee increases will be as much as 24% at some institutions, but in all states the average increase is expected to be less than $200. From 1985-1986 to 1986-1987, tuition and fees increased an average of 14.5% for resident undergraduates at these public universities, all of which also offer master's and doctoral degrees. For nonresident students, tuition and fees were three times greater, but increased less (11.5%). Data are included on: undergraduate tuition and fees at public institutions for each SREB state by type of doctoral institution, other four-year institutions, and two-year colleges for 1986-1987; and tuition and fees at public institutions for each SREB state for professional programs (law, medicine, dentistry, optometry, and veterinary medicine). (SW)

ED 287 350 HE 020 722

A Progress Report and Recommendations on Educational Improvements in the SREB States. A Report to the Southern Regional Education Board by Its Commission for Educational Quality.

Southern Regional Education Board, Atlanta, Ga.
Pub Date—87
Note—49p.
Available from—Southern Regional Educational Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 ($6.50).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Standards, Advanced Placement Programs, *College Admission, *College Preparation, College School Cooperation, Dropouts, *Educational Quality, Educational Testing, Geographic Regions, Government School Relationship, Higher Education, High Schools, *Preservice Teacher Education, *State Programs, Student Placement, Teacher Certification, Teacher Salaries, Undergraduate Study
Identifiers—Alternative Teacher Certification, *United States (South)

Progress toward meeting the recommendations for quality improvements made by the Southern Regional Education Board (SREB) in 1981 in "The Need for Quality" is reviewed, and suggestions for state actions to improve undergraduate education in the SREB states are offered. High school graduation requirements in SREB states are identified, and information is provided on: special recognition programs for high school graduates; advanced placement programs for public school students; student testing in grades 9-12; the high school dropout rate; assessing college students' performance; and the percentage of minority teachers. Recommendations are considered concerning: high school preparation and achievement; units of high school work needed for college admission; standards to begin college-level coursework; establishing placement standards; starting and supporting school-college programs; expanding the pool of teachers; alternative certification for teachers; performance standards to enter teaching; and continuing certification of classroom teachers. Initiatives for preservice teacher education and school leadership are addressed, along with teacher salaries. (SW)

ED 287 351 HE 020 723

Application Statistics, 1986.

Council of Ontario Universities, Toronto. Research Div.; Ontario Universities' Application Centre.
Report No.—ISBN-0-88799-218-8
Pub Date—Sep 87
Note—30p.
Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Applicants, College Choice, College Freshmen, College Programs, *Enrollment Trends, Foreign Countries, Full Time Students, Higher Education, Intellectual Disciplines, Majors (Students), Place of Residence, School Statistics, Student Characteristics
Identifiers—Canada, *Ontario

Summary statistics on fall 1986 application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario, Canada, universities are presented. Each applicant was allowed to indicate up to three choices of universities and programs. Each choice was considered to be a distinct application, even though the applicant submitted only one application form. Applicants also indicated their order of preference for their choices. In addition to application and registration numbers and ratios for the years 1977 through 1986, data are provided on: applicants and registered applicants by gender; applicants and registered applicants by choice preference (first, second, and third) by university; applicants and registered applicants by academic program and by choice preference for each program; summary of regular applications, applicants, and registered applicants by educational source of applicants; distribution of applicants by geographic origin of applicants; and distribution of applicants and registered applicants by age and sex, country of citizenship, and immigration status. (SW)

ED 287 352 HE 020 724

Lloyd, D. Standish, R.

Opportunities for Transfer from TAFE to Degree Courses. A Case Study on Visual Arts and Engineering Courses in Western Australia.

Western Australia Post Secondary Education Commission, Nedlands.
Spons Agency—Australian Tertiary Education Commission, Canberra.
Report No.—ISBN-0-7244-6515-4
Pub Date—[87]
Note—112p.
Available from—Western Australian Post Secondary Education Commission, P.O. Box 135, Nedlands, Western Australia 6009, Australia ($20.00).
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Standards, Admission Criteria, *Articulation (Education), Case Studies, *College Transfer Students, Education Work Relationship, Engineering Education, Foreign Countries, *Higher Education, Information Needs, *Public Colleges, Public Policy, Questionnaires, *Technical Education, *Transfer Policy, Visual Arts
Identifiers—*Australia (Western Australia)

Information is provided on credit transfer opportunities for graduates from technical and further education (TAFE) middle-level courses in Western Australia who wish to enroll in a bachelor degree course at a state higher education institution. The focus is engineering and visual arts courses. A survey of admission and selection processes for higher education and other factors associated with the transfer process was conducted, as was a survey of employers and employees. Areas for further development of credit transfer provisions were found, including the demand and need for opportunities, as well as changes to existing policies and practices in education and those associated with employment. Recommendations include providing: a public definition of the standing of middle level TAFE qualifications in higher education, databases on the level and character of student movement from TAFE to higher education, standards of performance required in middle level TAFE courses to satisfy institution and course admission requirements, and admission procedures that assess the merit of applicants by relating the performance to objectives and standards of the course for which they apply. Survey questionnaires are appended. A press release provides a kind of "Executive Summary" and has been placed at the front of the publication. (SW)

ED 287 353 HE 020 725

Pharmacy Handbook.

New York State Education Dept., Albany.
Pub Date—87
Note—129p.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Certification, Governing Boards, Higher Education, Inspection, Legal Responsibility, *Pharmaceutical Education, Pharmacists, *Pharmacy, Professional Education, State Boards of Education, State Legislation, *State Licensing Boards, *State Standards

New York State education laws, rules, and regulations concerning the practice of pharmacy are presented. Provisions relating to the manufacture, sale, distribution, purity, potency, and labeling of drugs are included. State statutory provisions cover: licensing; duration and registration of a license; practice and regulation of the profession; supervision by the Board of Regents; administration by the Education Department; definitions of and proceedings in cases, and penalties for professional misconduct; and unauthorized acts. Additional concerns that are covered by the law include: registering and operating establishments; identification of pharmacists; seizure; shipment records; adulterating, misbranding, and substituting; wrongful labeling; new drugs; certification of coal-tar colors for drugs and cosmetics; examinations and investigations; and factory inspection. Rules of the Board of Regents cover disciplinary proceedings, determination of good moral character in the professions, and unprofessional conduct. The regulations of the Commissioner of Education cover concerns such as education requirements, experience, licensing examinations, and limited permits. Appendices include a list of New York State colleges of pharmacy. (SW)

ED 287 354 HE 020 726

Academic Programs, Degrees and Other Formal Awards, Spring 1987. State University of New York.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
Report No.—SUNY-OIR-15-87
Pub Date—Jul 87
Note—397p.
Available from—Office of Institutional Research and Analytical Studies, State University of New York, State University Plaza, Albany, NY 12226.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Associate Degrees, Bachelors Degrees, Campuses, Classification, *College Programs, *Degrees (Academic), Doctoral Degrees, *Educational Certificates, Higher Education, *Majors (Students), Masters Degrees, Multicampus Colleges, Professional Education, School Location, *State Universities
Identifiers—*State University of New York

Data on academic programs, degrees, and other formal awards offered by State University of New York (SUNY) institutions are presented in three different formats. Part 1 is in campus order and provides a listing of academic programs and degrees offered by each campus. Part 2 lists program names and indicates the campuses that offer the program. The awards available at each campus are listed beside the campus name. Part 3 is essentially an indexing report that links program names and taxonomic categories. Twenty taxonomic groups, or clusters of programs, provide a way to order the large number of academic programs and diverse subject matters. The taxonomy makes no distinctions based on level of study. Differences in level of study are indicated by listing the awards available with the program name. When awards are listed by award level, the award levels are as follows: undergraduate certificates and diplomas, associate degrees, bachelor's degrees, master's degrees, doctoral degrees, first-professional degrees, and graduate certificates. A map with locations of SUNY institutions and a listing of the dates of establishment of SUNY institutions are included. (SW)

ED 287 355 HE 020 750

A Difference of Degrees: State Initiatives to Improve Minority Student Achievement. Report and Recommendations of the State Higher Education Executive Officers Task Force on Minority Student Achievement.

State Higher Education Executive Officers Association.
Pub Date—Jul 87
Note—75p.
Available from—State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Academic Persistence, Access to Education, Advisory Committees, *Change Strategies, College Attendance, Educational Attainment, Enrollment Influences, Enrollment Trends, *Government School Relationship, Higher Education, *Minority Groups, Position Papers, Sociocultural Patterns, Socioeconomic Influences, *State Action

Ways that states can help improve the academic achievement of minority college students are recommended by the State Higher Education Executive Officers (SHEEOs) Task Force on Minority Student Achievement. Current concerns regarding minority representation in college and minority student achievement are outlined, and implications in the context of future trends are examined. Attention is directed to demographic and economic trends.

While in the late 1960s and early 1970s, minority groups made great strides and fairly uniform strides in educational attainment, today that progress has become uneven. In general, minorities have higher attrition rates, lower grade point averages, and slower progression rates than majority students. Data are provided on college enrollments by race-/ethnicity of students for fall 1968 to fall 1986. Causes for disparities in achievement are considered that revolve around socioeconomic and psychological/cultural factors, as well as educational considerations. Ten task force recommendations for SHEEOs are offered, including: state and federal governments should help remove economic barriers to college attendance; and SHEEOs should establish a formal institutional planning and reporting process dedicated to improving minority student access and achievement. (SW)

ED 287 356 HE 020 751
Carpenter, Don A.
Role and Mission Development: A Comparison of Different Approaches.
State Higher Education Executive Officers Association.
Pub Date—87
Note—16p.; Prepared for the State Higher Education Executive Officers Task Force on Role and Mission.
Available from—State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Planning, *College Role, Comparative Analysis, *Government School Relationship, *Higher Education, *Institutional Mission, *Mission Statements, Participative Decision Making, Prediction, Program Evaluation, State Action

A variety of approaches used by the states in preparing and utilizing institutional role and mission statements are examined. Purposes of delineating institutional missions are identified, along with components of role and mission statements. General statements of purpose and profiles of current programs and activities are provided in the mission statements, as well as a projection of selected activities and characteristics into the future. State comparisons concerning mission development are provided for Alabama, Arizona, Connecticut, Florida, Kansas, Minnesota, Texas, and Utah. For each state, attention is directed to process and responsibility for mission development, uses/purposes of mission statements, and board/agency and institutional satisfaction with both the statements and the planning process. This information was obtained in early 1987 from State Higher Education Executives Officers staff members. It is concluded that in those states where involvement of board members and central staff, college leaders, and other parties has been in proper balance, the planning process itself has seemed valuable. When mission review and development are conducted primarily at the central board level, the results are likely to be less satisfactory and difficult to adhere to. (SW)

ED 287 357 HE 020 752
Caruthers, J. Kent
Mission Maintenance: Tools for Change and the Consultative Process.
State Higher Education Executive Officers Association.
Pub Date—Sep 87
Note—18p.; Prepared for the State Higher Education Executive Officers Task Force on Role and Mission.
Available from—State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, *College Planning, *College Role, *Government School Relationship, *Higher Education, *Institutional Mission, Mission Statements, Participative Decision Making, Program Evaluation, *State Boards of Education, State Colleges

The way that state-level postsecondary education agencies currently apply, and could address, the concept of both system-level and institutional missions is discussed. The focus is on how to implement, reinforce, and evaluate established missions. Topics include the consultative process, tools for change, proactive strategic planning, and reasonable expectations for mission review. Telephone interviews were conducted with many state-level postsecondary agencies known to be active in mission-related studies. Broad-based involvement at substantive levels was found, and no agency undertook mission development or maintenance on its own. Four groups of participants were identified: institutional representatives, other campus-based individuals, government officials, and the general population. Although practices varied across states, involvement in mission development and maintenance activities tended to follow common patterns. Stages of involvement in mission review activities are outlined, and examples of involvement patterns are provided. Also considered are: tools for maintaining missions, incentives for implementing missions, and the role of the state agency in strategic planning and mission development. (SW)

ED 287 358 HE 020 753
Chaffee, Ellen Earle
System Strategy and Effectiveness.
State Higher Education Executive Officers Association.
Pub Date—Sep 87
Note—39p.; Prepared for the State Higher Education Executive Officers Task Force on Role and Mission.
Available from—State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295.
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Administration, *Evaluation Methods, *Higher Education, *Organizational Effectiveness, *Organizational Theories, Policy Formation, *School Effectiveness

Prior work on organizational effectiveness and strategic management is applied to assessing the strategy and effectiveness of higher education systems. It is suggested that like organizations, systems need to address three kinds of effectiveness: goal achievement, resource acquisition, and constituent satisfaction. Both organizations and systems can use three kinds of strategy to become more effective: linear, adaptive, and interpretive. Guidelines to assessing system effectiveness proposed by Stephen Bailey are provided. A linear strategy is shown to be similar to Bailey's question about relations with the governor and legislature. Interpretive strategy, the most important system task, addresses Bailey's questions about institutional relations and board philosophy. Adaptive strategy recognizes volatile environments and the need for organizations to adapt. A cybernetic approach to effectiveness and strategy is considered that suggests that the methods for correcting unacceptable changes arise through trial and error. The concepts of strategic leadership and strategic policymaking are identified as fundamental to a system's success. (SW)

ED 287 359 HE 020 754
Roaden, Arliss L. And Others
A Statement of Policy by the State Higher Education Executive Officers on Program and Institutional Assessment.
State Higher Education Executive Officers Association.
Pub Date—14 Jul 87
Note—25p.
Available from—State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, College Programs, *Educational Assessment, Educational Objectives, Educational Quality, Higher Education, Institutional Evaluation, *Outcomes of Education, Position Papers, *Program Evaluation, Public Colleges, *Student Evaluation, *Undergraduate Study

Ten recommendations on outcomes assessment primarily for undergraduate education are offered by the Program and Institutional Assessment Task Force of the State Higher Education Executive Officers (SHEEO). The recommendations include: degree-granting institutions should assess entering students to determine whether they are prepared to take courses toward a degree or whether they require basic skills remediation; states should develop uniform definitions of graduation and retention rates and should measure them at each institution; degree-granting institutions should assess the achievement of general education objectives by undergraduates; the performance of students on licensure and certification examinations should be used as an appropriate measure for judging program and institutional quality; and occupational programs should be judged in part by the success of students in finding employment. Appended are: a section from a report entitled "Time for Results: The Governors' 1991 Report on Education" that covers assessment; and an article on an Education Commission of the States survey on current practices in assessment in public higher education entitled "Assessment and Outcomes Measurement: A View from the States" by Carol M. Boyer and others. (SW)

ED 287 360 HE 020 755
To Act as a System. A Statement by the SHEEO Role and Mission Task Force.
State Higher Education Executive Officers Association.
Pub Date—14 Jul 87
Note—7p.
Available from—State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board of Education Role, *College Role, *Higher Education, *Institutional Mission, Position Papers, *State Boards of Education

Recommendations concerning college role and mission that were made by the National Governors' Association (NGA) in 1986 are addressed, along with the concept of system effectiveness in higher education. In its report, "Time for Results," the National Governors' Association Task Force on College Quality asked states to clearly define the role and mission of each public institution. The Role and Mission Task Force of the State Higher Education Executive Officers (SHEEO) Association endorses the NGA recommendations. A better division of labor across institutions will foster not only quality but efficiency and public accountability. State boards, which articulate a vision for the system as a whole, also need clearly defined roles and missions. One of the most important goals of state boards is to understand and interpret the needs of the state. State boards also play a vital role in breaking down the organizational barriers that impede student access and achievement. It is suggested that an effective board: has a sense of its own identity, purposes, and priorities; knows what the state needs and wants for higher education; acts to acquire or reallocate resources to meet state needs; communicates effectively with key constituencies; and draws conflicting interests together. (SW)

ED 287 361 HE 020 777
Howe, Richard D. Vong, Laurie
Salary-Trend Study of Faculty in Agribusiness and Agricultural Production for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 778-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *Agribusiness, *Agricultural Production, *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, State Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 508 faculty in the field of agribusiness and agricultural production are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 31 public colleges and 13 private colleges reported on agriculture and agribusiness faculty salaries, while 34 public and 11 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 20.0% at public colleges and 17.9% at private colleges. For 1986-1987, the average salary for agribusiness/agriculture faculty was below the average faculty salary in the other 43 disciplines (3% below for public colleges and 21% below for private colleges). Included is information on: the number of

faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 362 HE 020 778
Howe, Richard D. Carlton, J. Beth
Salary-Trend Study of Faculty in Anthropology for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *Anthropology, *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 762 faculty in the field of anthropology are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 52 public colleges and 46 private colleges reported on anthropology faculty salaries, while 54 public and 43 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 22.6% at public colleges and 14.9% at private colleges. For 1986-1987, the average salary for anthropology faculty was above the average faculty salary in the other 43 disciplines (5% above for public colleges and 8% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 363 HE 020 779
Howe, Richard D. Carlton, J. Beth
Salary-Trend Study of Faculty in Area and Ethnic Studies for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *Area Studies, *College Faculty, College Programs, Comparative Analysis, Departments, *Ethnic Studies, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 193 faculty in the field of area and ethnic studies are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 15 public colleges and 12 private colleges reported on salaries of faculty in area and ethnic studies, while 11 public and 14 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 33.5% at public colleges and 32.2% at private colleges. For 1986-1987, the average salary for faculty in area and ethnic studies was above the average faculty salary in the other 43 disciplines (6% above for public colleges and 15% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 364 HE 020 780
Howe, Richard D. Vong, Laurie
Salary-Trend Study of Faculty in Audiology and Speech Pathology for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *Audiology, *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Speech Pathology, *Teacher Salaries, Trend Analysis

Average salary increases for 805 faculty in the field of audiology and speech pathology are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 50 public colleges and 17 private colleges reported on salaries of faculty in audiology and speech pathology, while 51 public and 16 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 20.9% at public colleges and 11.9% at private colleges. For 1986-1987, the average salary for audiology and speech pathology faculty was below the average faculty salary in the other 43 disciplines (2% below for public colleges and 8% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 365 HE 020 781
Howe, Richard D. Carlton, J. Beth
Salary-Trend Study of Faculty in Business and Management for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *Business Administration Education, *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Producer Services, Public Colleges, Retailing, *Teacher Salaries, Trend Analysis

Average salary increases for 4,200 faculty in the field of business and management are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 80 public colleges and 93 private colleges reported on business and management faculty salaries, while 76 public and 89 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 24.5% at public colleges and 21.6% at private colleges. For 1986-1987, the average salary for business and management faculty was above the average faculty salary in the other 43 disciplines (9% above for public colleges and 18% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 366 HE 020 782
Howe, Richard D. Carlton, J. Beth
Salary-Trend Study of Faculty in Business Administration and Management for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *Business Administration Education, *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 4,679 faculty in the field of business administration and management are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 111 public colleges and 145 private colleges reported on salaries of faculty in business administration and management, while 116 public and 145 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 25.8% at public colleges and 18.2% at private colleges. For 1986-1987, the average salary for faculty in business administration and management was about 9% percent above the average faculty salary in the other 43 disciplines for both public and private colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 367 HE 020 783
Howe, Richard D. Vong, Laurie
Salary-Trend Study of Faculty in Business Economics for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Economics Education, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 2,234 faculty in the field of business economics are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 82 public colleges and 122 private colleges reported on business economics faculty salaries, while 91 public and 128 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 23.1% at public colleges and 21% at private colleges. For 1986-1987, the average salary for business economics faculty was above the average faculty salary in the other 43 disciplines (4% above for public colleges and 11% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 368 HE 020 784
Howe, Richard D. Reighard, Patton
Salary-Trend Study of Faculty in Communication Technologies for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020

777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, *Telecommunications, Trend Analysis

Average salary increases for 230 faculty in the field of communication technologies are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 11 public colleges and 17 private colleges reported on salaries of faculty in communication technologies, while 12 public and 21 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 19.4% at public colleges and 19.6% at private colleges. For 1986-1987 the average salary for communication technologies faculty was below the average faculty salary in the other 43 disciplines (8% below for public colleges and 19% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 369 HE 020 785
Howe, Richard D. Reighard, Patton
Salary-Trend Study of Faculty in Communications for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), Advertising, Broadcast Television, *College Faculty, College Programs, *Communications, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, *Mass Media, Private Colleges, Public Colleges, Public Relations, Radio, *Teacher Salaries, Telecommunications, Trend Analysis

Average salary increases for 2,918 faculty in the field of communications are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 105 public colleges and 115 private colleges reported on communications faculty salaries, while 116 public and 118 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 20.7% at public colleges and 19.7% at private colleges. For 1986-1987 the average salary for communications faculty was about 9% below the average faculty salary in the other 43 fields for both public and private colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 370 HE 020 786
Howe, Richard D. Carlton, J. Beth
Salary-Trend Study of Faculty in Chemistry for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *Chemistry, *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 3,858 faculty in the field of chemistry are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 141 public colleges and 210 private colleges reported on chemistry faculty salaries, while 138 public and 210 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 19.2% at public colleges and 17.7% at private colleges. For 1986-1987 the average salary for chemistry was about 6% above the average faculty salary in the other 43 disciplines for both public and private colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 371 HE 020 787
Howe, Richard D. Vong, Laurie
Salary-Trend Study of Faculty in Computer and Information Science for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, *Computer Science, Departments, *Full Time Faculty, Higher Education, *Information Science, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 2,679 faculty in the field of computer and information science are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 106 public colleges and 122 private colleges reported on salaries of faculty in computer and information science, while 122 public and 156 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 26.5% at public colleges and 20.7% at private colleges. For 1986-1987, the average salary for computer and information science faculty was above the average faculty salary in the other 43 disciplines (4% above for public colleges and 1% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 372 HE 020 788
Howe, Richard D. Carlton, J. Beth
Salary-Trend Study of Faculty in Curriculum and Instruction for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, *Curriculum Development, Departments, Education Majors, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, Schools of Education, *Teacher Salaries, *Teaching Methods, Trend Analysis

Average salary increases for 983 faculty in the field of curriculum and instruction are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 31 public colleges and 9 private colleges reported on salaries of faculty in curriculum and instruction, while 33 public and 12 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 16.8% at public colleges and 11.6% at private colleges. For 1986-1987 the average salary for faculty in curriculum and instruction was above the average faculty salary in the other 43 disciplines (1% above for public colleges and 10% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 373 HE 020 789
Howe, Richard D. Vong, Laurie
Salary-Trend Study of Faculty in Dramatic Arts for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Dramatics, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, *Theater Arts, Trend Analysis

Average salary increases for 1,473 faculty in the field of dramatic arts are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 77 public colleges and 105 private colleges reported on salaries for faculty in dramatic arts, while 87 public and 111 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 20.8% at public colleges and 15% at private colleges. For 1986-1987 the average salary for dramatic arts faculty was below the average faculty salary in the other 43 disciplines (7% below for public colleges and 12% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 374 HE 020 790
Howe, Richard D. Vong, Laurie
Salary-Trend Study of Faculty in Education for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Schools of Education, *Teacher Salaries, Trend Analysis

Average salary increases for 4,954 faculty in the field of education are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 97

public colleges and 142 private colleges reported on education faculty salaries, while 85 public and 131 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 19.7% at public colleges and 17.4% at private colleges. For 1986-1987, the average salary for education faculty at public colleges was one percent higher than the average faculty salary in the other 43 disciplines, while at private colleges the average salary was three percent lower. Information is also presented on: faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 375 HE 020 791
Howe, Richard D. Vong, Laurie
Salary-Trend Study of Faculty in Education Administration for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Educational Administration, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis
Average salary increases for 739 faculty in the field of education administration are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 52 public colleges and 12 private colleges reported on salaries of faculty in education administration, while 51 public and 10 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 22.1% at public colleges and 27.3% at private colleges. For 1986-1987, the average salary for faculty in education administration was above the average faculty salary in the other 43 disciplines (12% above for public colleges and 6% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 376 HE 020 792
Howe, Richard D. Tuttle, Lynette
Salary-Trend Study of Faculty in Engineering for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Engineering Education, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis
Average salary increases for 4,136 faculty in the field of engineering are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 54 public colleges and 37 private colleges reported on engineering faculty salaries, while 58 public and 40 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 25.3% at public colleges and 17.8% at private colleges. For 1986-1987, the average salary for engineering faculty was above the average faculty salary in the other 43 disciplines (17% above for public colleges and 31% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 377 HE 020 793
Howe, Richard D. Carlton, J. Beth
Salary-Trend Study of Faculty in Fine Arts for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Fine Arts, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis
Average salary increases for 3,105 faculty in the field of fine arts are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 103 public colleges and 140 private colleges reported on fine arts faculty salaries, while 113 public and 157 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 26.0% at public colleges and 16.7% at private colleges. For 1986-1987 the average salary for fine arts faculty was below the average faculty salary in the other 43 disciplines (3% below for public colleges and 9% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 378 HE 020 794
Howe, Richard D. Carlton, J. Beth
Salary-Trend Study of Faculty in Foreign Languages for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, *Language Teachers, Private Colleges, Public Colleges, *Second Language Instruction, *Teacher Salaries, Trend Analysis
Average salary increases for 4,465 faculty in the field of foreign languages are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 139 public colleges and 193 private colleges reported on foreign language faculty salaries, while 140 public and 194 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 18.1% at public colleges and 16.2% at private colleges. For 1986-1987 the average salary for foreign language faculty was below the average faculty salary in the other 43 disciplines (5% below for public colleges and 6% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 379 HE 020 795
Howe, Richard D. Vong, Laurie
Salary-Trend Study of Faculty in Geography for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, *Geography Instruction, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis
Average salary increases for 985 faculty in the field of geography are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 78 public colleges and 23 private colleges reported on geography faculty salaries, while 82 public and 21 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 20.7% at public colleges and 14.5% at private colleges. For 1986-1987 the average salary for geography faculty was above the average faculty salary in the other 43 disciplines (2% above for public colleges and 9% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 380 HE 020 796
Howe, Richard D. Carlton, J. Beth
Salary-Trend Study of Faculty in Geological Sciences for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, College Science, Comparative Analysis, Departments, *Full Time Faculty, *Geology, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Science Teachers, *Teacher Salaries, Trend Analysis
Average salary increases for 1,226 faculty in the field of geological sciences are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 85 public colleges and 41 private colleges reported on salaries of faculty in geological sciences, while 88 public and 39 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 25.5% at public colleges and 18.0% at private colleges. For 1986-1987 the average salary for faculty in geological sciences was above the average faculty salary in the other 43 disciplines (7% above for public colleges and 21% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 381 HE 020 797
Howe, Richard D. Antone, George
Salary-Trend Study of Faculty in History for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and

Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, *History Instruction, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 4,880 faculty in the field of history are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 142 public colleges and 204 private colleges reported on salaries of history faculty, while 144 public and 213 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 21.5% at public colleges and 17.3% at private colleges. For 1986-1987 the average salary for history faculty was above the average faculty salary in the other 43 disciplines (7% above for public colleges and 4% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 382 HE 020 798
Howe, Richard D. Vong, Laurie
Salary-Trend Study of Faculty in Home Economics for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 778-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, *Home Economics Education, *Home Economics Teachers, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 1,275 faculty in the field of home economics are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 63 public colleges and 40 private colleges reported on home economics faculty salaries, while 60 public and 36 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 20.6% at public colleges and 17.4% at private colleges. For 1986-1987, the average salary for home economics faculty was below the average faculty salary in the other 43 disciplines (13% below for public colleges and 21% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 383 HE 020 799
Howe, Richard D. Linneman, William
Salary-Trend Study of Faculty in Letters for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *English Instruction, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 8,803 faculty in the field of letters are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 129 public colleges and 163 private colleges reported on letters faculty salaries, while 161 public and 215 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 20.2% at public colleges and 19.5% at private colleges. For 1986-1987, the average salary for English faculty was below the average faculty salary in the other 43 disciplines (6% below for public colleges and 5% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 384 HE 020 800
Howe, Richard D. Antone, Allen
Salary-Trend Study of Faculty in Library and Archival Sciences for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *Archives, *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, *Library Science, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 668 faculty in the field of library and archival sciences are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 38 public colleges and 21 private colleges reported on salaries of faculty in library and archival studies, while 36 public and 28 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 14.1% at public colleges and 9.5% at private colleges. For 1986-1987, the average salary for faculty in library and archival sciences was below the average faculty salary in the other 43 disciplines (17% below for public colleges and 25% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 385 HE 020 801
Howe, Richard D. Carlton, J. Beth
Salary-Trend Study of Faculty in Life Sciences for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *Biological Sciences, *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 5,927 faculty in the field of life sciences are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 148 public colleges and 194 private colleges reported on salaries of faculty in life sciences, while 148 public and 202 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 20.8% at public colleges and 19.2% at private colleges. For 1986-1987, the average salary for life sciences faculty was above the average faculty salary in the other 43 disciplines (3% above for public colleges and 5% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 386 HE 020 802
Howe, Richard D. Vong, Laurie
Salary-Trend Study of Faculty in Mathematics for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, *College Mathematics, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, *Mathematics Teachers, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 7,110 faculty in the field of mathematics are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 159 public colleges and 219 private colleges reported on mathematics faculty salaries, while 159 public and 219 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 21.4% at public colleges and 18.1% at private colleges. For 1986-1987, the average salary for mathematics faculty was about 2% percent below the average faculty salary in the other 43 disciplines for both public and private colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 387 HE 020 803
Howe, Richard D. Parker, R. Clinton
Salary-Trend Study of Faculty in Music for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, *Music Education, *Music Teachers, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis

Average salary increases for 5,296 faculty in the field of music are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 127 public colleges and 174 private colleges reported on salaries of music faculty, while 133 public and 180

private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 19.0% at public colleges and 17.9% at private colleges. For 1986-1987, the average salary for faculty in music was below the average faculty salary in the other 43 disciplines for both public and private colleges (7% below for public colleges and 11% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 388 HE 020 804
Howe, Richard D. Carlton, J. Beth
Salary-Trend Study of Faculty in Multi-Interdisciplinary Studies for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, *Interdisciplinary Approach, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis
Average salary increases for 442 faculty in the field of multi-interdisciplinary studies are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 22 public colleges and 16 private colleges reported on salaries of faculty in multi-interdisciplinary studies, while 22 public and 18 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 25.3% at public colleges and 13.2% at private colleges. For 1986-1987, the average salary for faculty in multi-interdisciplinary studies was about 3% above the average faculty salary in the other 43 disciplines for public colleges, while for private colleges the salary was 4% below the average for the other disciplines. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 389 HE 020 805
Howe, Richard D. Reighard, Fredel T.
Salary-Trend Study of Faculty in Nursing for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, *Nursing Education, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis
Average salary increases for 5,411 faculty in the field of nursing are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 111 public colleges and 90 private colleges reported on salaries of nursing faculty, while 108 public and 94 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 21.3% at public colleges and 17.5% at private colleges. For 1986-1987 the average salary for nursing faculty was below the average faculty salary in the other 43 disciplines (16% below for public colleges and 19% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 390 HE 020 806
Howe, Richard D. Carlton, J. Beth
Salary-Trend Study of Faculty in Philosophy and Religion for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Philosophy, Private Colleges, State Colleges, *Teacher Salaries, *Theological Education, Trend Analysis
Average salary increases for 3,116 faculty in the field of philosophy and religion are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 91 public colleges and 201 private colleges reported on salaries of faculty in philosophy and religion, while 108 public and 208 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 23.4% at public colleges and 17.3% at private colleges. For 1986-1987 the average salary for faculty in religion and philosophy was about 2% above the average faculty salary in the other 43 fields for public colleges, while it was 2% below the average for other disciplines at private colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 391 HE 020 807
Howe, Richard D. Tuttle, Lynette
Salary-Trend Study of Faculty in Physical Education for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, *Physical Education, *Physical Education Teachers, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis
Average salary increases for 5,003 faculty in the field of physical education are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 140 public colleges and 149 private colleges reported on salaries of physical education teachers, while 145 public and 149 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 20.8% at public colleges and 17.3% at private colleges. For 1986-1987 the average salary for physical education was about 6% below the average faculty salary in the other 43 disciplines (7% below for public colleges and 16% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 392 HE 020 808
Howe, Richard D. Tuttle, Lynette
Salary-Trend Study of Faculty in Physical Sciences for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, College Science, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, *Physical Sciences, Private Colleges, Public Colleges, *Science Teachers, *Teacher Salaries, Trend Analysis
Average salary increases for 912 faculty in the field of physical sciences are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 50 public colleges and 34 private colleges reported on salaries of faculty in the physical sciences, while 43 public and 31 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 18.9% at public colleges and 16.4% at private colleges. For 1986-1987, the average salary for physical sciences faculty was about 2% above the average faculty salary in the other 43 disciplines for public colleges, while it was 9% below the average salary for other disciplines at private colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 393 HE 020 809
Howe, Richard D. Tuttle, Lynette
Salary-Trend Study of Faculty in Physics for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, College Science, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, *Physics, Private Colleges, Public Colleges, *Science Teachers, *Teacher Salaries, Trend Analysis
Average salary increases for 2,452 faculty in the field of physics are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 117 public colleges and 152 private colleges reported on physics faculty salaries, while 117 public and 150 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 22.6% at public colleges and 16.8% at private colleges. For 1986-1987 the average salary for physics faculty was above the average faculty salary in the other 43 disciplines (10% above for public colleges and 15% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 394 HE 020 810
Howe, Richard D. Tuttle, Lynette
Salary-Trend Study of Faculty in Political Science for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, *Political Science, Private Colleges, Public Colleges, *Teacher Salaries, Trend Analysis
Average salary increases for 2,946 faculty in the field of political science are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 125 public colleges and 159 private colleges reported on salaries for political science faculty, while 131 public and 165 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 20.5% at public colleges and 18.2% at private colleges. For 1986-1987 the average salary for political science faculty was above the average faculty salary in the other 43 disciplines (2% above for public colleges and 4% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 395 HE 020 811
Howe, Richard D. Urquhart, Maryon L.
Salary-Trend Study of Faculty in Psychology for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, *Psychology, Public Colleges, *Teacher Salaries, Trend Analysis
Average salary increases for 5,330 faculty in the field of psychology are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 146 public colleges and 218 private colleges reported on psychology faculty salaries, while 153 public and 214 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 21.1% at public colleges and 17.8% at private colleges. For 1986-1987, the average salary for psychology faculty at public colleges was 3% above the average faculty salary in the other 43 disciplines, while it was 1% below the average salary for the other disciplines at private colleges. Information is also presented on: faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 396 HE 020 812
Howe, Richard D. Urquhart, Maryon L.
Salary-Trend Study of Faculty in Reading Education for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Reading Instruction, *Schools of Education, *Teacher Salaries, Trend Analysis
Average salary increases for 335 faculty in the field of reading education are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 36 public colleges and 16 private colleges reported on salaries of faculty in reading education, while 35 public and 17 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 16.5% at public colleges and 14.0% at private colleges. For 1986-1987, the average salary for reading education faculty was about 4% below the average faculty salary in the other 43 disciplines for public colleges, while it was about 6% above the average for the other disciplines at private colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 397 HE 020 813
Howe, Richard D. Urquhart, Maryon L.
Salary-Trend Study of Faculty in Social Sciences for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Social Sciences, *Teacher Salaries, Trend Analysis
Average salary increases for 2,124 faculty in the field of social sciences are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 67 public colleges and 63 private colleges reported on social sciences faculty salaries, while 62 public and 62 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 19.6% at public colleges and 28.1% at private colleges. For 1986-1987, the average salary for social sciences faculty was about the same as the average faculty salary in the other 43 disciplines for public colleges, while it was 3% higher than the average salary for the other disciplines for private colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 398 HE 020 814
Howe, Richard D. Sawyer, M. Faye
Salary-Trend Study of Faculty in Sociology for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Sociology, *Teacher Salaries, Trend Analysis
Average salary increases for 3,384 faculty in the field of sociology are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 128 public colleges and 191 private colleges reported on sociology faculty salaries, while 133 public and 190 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 22.1% at public colleges and 16.8% at private colleges. For 1986-1987 the average salary for sociology faculty was below the average faculty salary in the other 43 disciplines (1% below for public colleges and 5% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 399 HE 020 815
Howe, Richard D. Urquhart, Maryon L.
Salary-Trend Study of Faculty in Special Education (General) for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, Schools of Education, *Special Education, *Special Education Teachers, *Teacher Salaries, Trend Analysis
Average salary increases for 1,223 faculty in the field of special education are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 81 public colleges and 27 private colleges reported on special education faculty salaries, while 74 public and 39 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 19.2% at public colleges and 18.3% at private colleges. For 1986-1987 the average salary for special education faculty was below the average faculty salary in the other 43 disciplines (2% below for public colleges and 12% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 400 HE 020 816
Howe, Richard D. Urquhart, Maryon L.
Salary-Trend Study of Faculty in Student Counseling and Personnel Services for the Years 1983-84 and 1986-87.
Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.
Pub Date—87
Note—16p.; For related documents, see HE 020 777-818.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Counseling Services, *Counselor Educators, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Student Personnel Ser-

vices, *Teacher Salaries, Trend Analysis

Average salary increases for 609 faculty in the field of student counseling and personnel services are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 39 public colleges and 16 private colleges reported on salaries of faculty in student counseling and personnel services, while 47 public and 12 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 22.5% at public colleges and 25.4% at private colleges. For 1986-1987 the average salary for counseling/personnel services faculty was above the average faculty salary in the other 43 disciplines (6% above for public colleges and 4% above for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 401 HE 020 817

Howe, Richard D. Urquhart, Maryon L.

Salary-Trend Study of Faculty in Teacher Education, General Programs, for the Years 1983-84 and 1986-87.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

Pub Date—87

Note—16p.; For related documents, see HE 020 777-818.

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Rank (Professional), *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Preservice Teacher Education, Private Colleges, Public Colleges, *Teacher Education, *Teacher Salaries, Trend Analysis

Average salary increases for 2,430 faculty in the field of teacher education (general programs) are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 66 public colleges and 76 private colleges reported on salaries of faculty in teacher education (general programs), while 73 public and 85 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 18.4% at public colleges and 17.0% at private colleges. For 1986-1987 the average salary for teacher education (general programs) faculty was about the same as the average faculty salary in the other 43 disciplines at public colleges, while it was 14% below the average salary of faculty in other disciplines for private colleges. Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 402 HE 020 818

Howe, Richard D. Urquhart, Maryon L.

Salary-Trend Study of Faculty in Visual and Performing Arts for the Years 1983-84 and 1986-87.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

Pub Date—87

Note—16p.; For related documents, see HE 020 777-817.

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Rank (Professional), *Aesthetic Education, *College Faculty, College Programs, Comparative Analysis, Departments, *Full Time Faculty, Higher Education, Intellectual Disciplines, Private Colleges, Public Colleges, *Teacher Salaries, Theater Arts, Trend Analysis, *Visual Arts

Average salary increases for 1,999 faculty in the field of visual and performing arts are reported for 1983-1984 and 1986-1987, as part of the College and University Personnel Association's annual faculty salary studies. Included are comparative data for 120,580 faculty at 167 public colleges and 235 private colleges, representing 44 academic disciplines. In 1983, 59 public colleges and 56 private colleges reported on salaries of faculty in visual and performing arts, while 55 public and 52 private colleges reported in 1986. Between 1983 and 1986, average salaries of faculty in this field increased 14.4% at public colleges and 27.1% at private colleges. For 1986-1987 the average salary for history faculty was below the average faculty salary in the other 43 disciplines (10% below for public colleges and 4% below for private colleges). Included is information on: the number of faculty by academic rank, including new assistant professors; salaries by academic rank; the ratio of average salaries to total salaries of all institutions in both years; comparisons with the Consumer Price Index of changes in cost-of-living for both years; and comparisons with 43 other disciplines. The disciplines and participating institutions are listed. (SW)

ED 287 403 HE 020 820

Focus on Minorities: Synopsis of State Higher Education Initiatives.

Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association.

Pub Date—Jun 87

Note—39p.; For related document, see HE 020 821.

Available from—State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295 ($6.00, prepaid).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Academic Persistence, Access to Education, *College Admission, College Attendance, *College Preparation, *College Students, Grants, Higher Education, *Minority Groups, Scholarships, *State Action, Student Financial Aid, Teacher Recruitment

State-level or system-level higher education initiatives targeted at minorities are summarized, based on the responses of 33 states to a survey conducted by the State Higher Education Executive Officers and the Education Commission of the States. The initiatives described cover a spectrum of targeted programs from early intervention in the schools to development efforts aimed at increasing the number of minority faculty. These efforts include college preparation, retention efforts, and comprehensive services. Excluded are institution-specific programs supported by state and federal funds and broadly based initiatives taken to improve the preparation of all students. A list of studies conducted by each state is included. The activities of the following states are briefly covered: Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, Tennessee, Texas, Virginia, Washington, West Virginia, and Wisconsin. (SW)

ED 287 404 HE 020 821

Mingle, James R.

Focus on Minorities: Trends in Higher Education Participation and Success.

Education Commission of the States, Denver, Colo.; State Higher Education Executive Officers Association.

Report No.—ECS-SHEEO-MP-87-2

Pub Date—Jun 87

Note—50p.; For related document, see HE 020 820.

Available from—State Higher Education Executive Officers, 1860 Lincoln Street, Suite 310, Denver, CO 80295 (Publication no. MP-87-2, $12.00, prepaid).

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, *Academic Persistence, American Indians, Asian Americans, Black Students, Career Choice, College Applicants, *College Attendance, College Students, *Enrollment Trends, Graduate Study, Higher Education, Hispanic Americans, *Minority Groups, *Professional Education, Undergraduate Study

Progress toward the full participation of minorities in higher education during the past three decades is reviewed. Attention is directed to: the potential pool of qualified high school graduates who could enter postsecondary education; the participation and enrollment rates of minorities; factors related to retention and success in undergraduate programs; and the representation of minorities in advanced-degree programs and the professions. The potential supply of minority students is revealed by population trends, high school graduation rates, and the performance of minorities in elementary and secondary education. Initial college participation rates and recent enrollment trends among minorities are examined for Blacks, Hispanics, Asians, American Indians, and Whites. Data on factors that affect college enrollment are also analyzed, including ethnicity, family income, parents' education, and high school grade average. Of concern are institutional responses to the minority retention problem; academic climate; and values, aspirations, and the student culture. Information is provided on the current status of Blacks and Hispanics in various occupations and the percentage of minority graduates in specific science and engineering fields. (SW)

ED 287 405 HE 020 822

Origin of Kentucky College and University Enrollments, Fall 1986.

Kentucky State Council on Higher Education, Frankfort.

Pub Date—Sep 87

Note—162p.

Available from—Kentucky Council on Higher Education, West Frankfort Office Complex, Frankfort, KY 40601 (Reference No. 5087251A).

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*College Freshmen, College Students, Community Colleges, *Enrollment Trends, Higher Education, *Place of Residence, *Private Colleges, *Professional Education, *Public Colleges

Identifiers—*Kentucky

Data on the origin of students in Kentucky public and private colleges and universities are presented. Included is information about county and state of origin of students, first-time freshmen, and first-professional students. Tables cover enrollment for state-supported and private institutions, University of Kentucky community colleges, and private junior and senior institutions. Trends in enrollment by county of origin for 1982-1986 are provided. Data are also included on: total enrollment as a percent of population and first-time freshmen enrollment as a percent of high school graduates by county of origin; and first-time freshmen enrollment as a percent of high school graduates by county of origin for 1984-1986. (SW)

ED 287 406 HE 020 823

Diekelmann, Nancy L. And Others

Clinical Nursing Knowledge Research; Implications for Nursing Education.

Pub Date—87

Note—60p.; Paper presented at the Scientific Meeting of the Society for Research in Nursing Education (San Francisco, CA, 1987).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Clinical Experience, *Clinical Teaching (Health Professions), *College Curriculum, College Instruction, *Educational Research, Higher Education, *Knowledge Level, Models, *Nursing Education

A new way to view the nursing curriculum is presented based on Heideggerian phenomenology and clinical nursing knowledge research. A restructuring of the nursing curriculum based on this approach allows researchers to generate new research questions and has implications for alternative curricular and instructional practices. In addition, this reconceptualization has resulted in a new model for nursing education, the Dialogue and Meaning Model. The clinical knowledge research of Patricia Benner and the replication of her study with student nurses are briefly described. Current education research is discussed, and the implications of the research are considered, as it relates to the curricular questions of what constitutes knowledge or subject matter for the curriculum and the relationship of knowledge to experience. Also considered are: practical knowledge identified in a study of expert caring by oncology nurses, examples from critical care, examples of

relational themes and nurse dialogue (i.e., the exploration of meaning among nurses), and curriculum as dialogue. It is suggested that the use of paradigm cases as a personal method for studying the development of practical knowledge in one's practice is an important strategy that could be developed in school and continued in practice. (SW)

ED 287 407 HE 020 824
Enarson, Harold L.
The Undergraduate Curriculum: Who Is in Charge?
Toledo Univ., Ohio.
Pub Date—1 May 87
Note—12p.; An address by the President Emeritus of Ohio State University.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, *College Curriculum, Curriculum Development, *Educational Assessment, Educational Change, *Educational Objectives, *Educational Quality, General Education, Higher Education, Student Evaluation, *Undergraduate Study
Perspectives on the undergraduate curriculum are offered at a faculty convocation by the President Emeritus of Ohio State University. Criticisms of the content and quality of college studies are noted. It is suggested that for the most part today's curriculum reflects the legacy of the 1960s and 1970s by emphasizing the individual's right to choose as well as variety and diversity. It avoids serious discussion of social issues and controversy, and the faculty has largely abdicated its responsibility for the design of the curriculum. Important educational goals are for graduates to understand the role of art and literature in illuminating the human condition, to have empathy for the poor, and to develop civic pride and responsibility. Currently colleges are reassessing and modifying their curricula and the government is asking higher education to define quality and measure college and student performance. The political pressure for student assessment results from discontent with today's college graduates. However, improved quality is attained in the private world of professors. While there is not all-purpose model curriculum, it is enough to toughen requirements, trim electives in the general education listing, and put together options that have rigor. (SW)

ED 287 408 HE 020 825
Williams, Terry E.
Student-Institution Fit: An Ecological Perspective.
Pub Date—9 Jul 87
Note—24p.; Paper presented at Conferences on Enrollment Management (New Orleans, LA, June 18, 1987) and (Evanston, IL, July 9, 1987).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Environment, *College Students, Higher Education, Models, *School Holding Power, *Student Characteristics, *Student College Relationship, Student Recruitment
Identifiers—Enrollment Management, *Student Institution Fit
The concept of student-institution fit is described and linked to a conceptual framework that emphasizes the interactive relationship between student and campus environment. Attention is also directed to how enrollment managers can utilize a systematic approach to optimize levels of fit between student and campus with a goal to recruiting and retaining students who will eventually become satisfied graduates. In describing student-institution fit, three important sets of factors need to be examined: (1) student characteristics; (2) institutional characteristics; and (3) the effects of interaction between student and institution (e.g., physical, cognitive, and affective interactions). An ecological framework for understanding fit is discussed that is related to the person-environment interaction theoretical framework. The interactionist perspective would suggest that the student and the campus shape each other. A model for optimizing student-institution fit includes five action steps: (1) assessing entering student characteristics; (2) assessing the characteristics of the campus environment; (3) identifying levels of fit; (4) evaluating levels of fit; and (5) designing environmental interventions. (SW)

ED 287 409 HE 020 827
Report of Activities, 1981-1986. Institute of Education, University of London.
London Univ. (England). Inst. of Education.
Pub Date—87
Note—192p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—College Libraries, *Degrees (Academic), Doctoral Degrees, Enrollment Trends, Foreign Countries, Higher Education, Masters Degrees, *Publications, *Research Projects, *Schools of Education, *Teacher Education
Identifiers—*England, *University of London (England)
A report on the University of London's Institute of Education is presented for 1981-1986. After describing the general character of the Institute and constitutional matter, different areas of its work are covered. These areas are characterized in two parts as professional education (both initial and inservice education) and the academic study of education and research. The problems of the site of the Institute library and the Institute's international role are also considered, along with information about the Institute staff, departments, centers, and the issue of finance. Finally, the Institute's future role as a school of the University is discussed. Appendices (the bulk of the volume) include: analysis of student numbers; examination results for each type of diploma, degree, and certificate; doctor and master of philosophy awards, the recipient's name, date of award, and title of research; research grants awarded by title, recipient, amount, and source; analysis of overseas student numbers; information on Bedford Way Papers; and a bibliography of staff publications. (SW)

ED 287 410 HE 020 828
Chambliss, Catherine
College Faculty Promotion of AIDS Awareness.
Pub Date—87
Note—7p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *College Faculty, *College Students, *Communicable Diseases, Course Content, Disease Control, *Health Education, Higher Education, Information Needs, Knowledge Level, Student Attitudes, *Teacher Role
Identifiers—*Ursinus College PA
Undergraduate students' educational needs concerning Acquired Immune Deficiency Syndrome (AIDS) and the faculty role in AIDS education are discussed. Results of a study at the Ursinus College (Pennsylvania) campus to assess both knowledge of and attitudes toward AIDS are summarized. Seventy-three percent of the 141 Introductory Psychology students sampled, reported moderate to extreme interest in learning more about AIDS. Although 98% of the sample reported learning much of what they knew about AIDS through the media, a fifth reported that the college staff had increased their understanding of this illness. Faculty can augment the Office of Student Life's educational programs by staying informed of new findings, allowing advisees to express their concerns about AIDs, and referring students to additional information sources. In addition, the classroom provides another forum to educate students about human sexuality; the AIDS problem can be used to illustrate various concepts in different courses. For example, a biology lecture could deal with viruses and a political science discussion could address minority rights or mandatory testing. (SW)

ED 287 411 HE 020 829
Levin, James Wyckoff, John
Identification of Predictors of Persistence and Success in Baccalaureate Engineering: Implications for Academic Advising.
Pennsylvania State Univ., University Park. Div. of Undergraduate Studies.
Report No.—DUS-1987.1
Pub Date—Feb 87
Note—90p.; This research was supported in part by a grant from District VI Phi Delta Kappa.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, *Academic Advising, *Academic Persistence, *Bachelors Degrees, College Freshmen, *Engineering Education, Grade Point Average, Higher Education, Models, *Predictor Variables, Questionnaires
Predictive models of persistence and success in baccalaureate engineering programs were developed by analyzing five intellective and nine nonintellective variables. The 1984 entering freshman class in the College of Engineering at the Pennsylvania State University was studied. Usable data were obtained from 1,044 students, or 65% of the population. Data sources were: admissions records; results of the Freshman Testing Counseling and Advising Program, Testing and Counseling/Advising Phases; and transcripts and registration information. Four predictive models were developed that employed intellective and nonintellective variables that defined students' abilities, motives, and interests. Two of the models predicted academic achievement: the first predicted a student's cumulative grade point average (GPA); the second predicted engineering GPA, which isolated specific engineering foundation courses in mathematics, physics, and chemistry. The other two models predicted the probability of students' persisting successfully in engineering versus other enrollment status outcomes. The usefulness of the models for academic advising is addressed. The survey questionnaire and a freshman engineer data collection form are appended. (SW)

ED 287 412 HE 020 830
Endowment Assets, Yield, and Income in Institutions of Higher Education: Fiscal Years 1982-85. OERI Bulletin, September 1987.
Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-87-3726
Pub Date—Sep 87
Note—35p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, Educational Finance, *Endowment Funds, *Higher Education, *Income, National Surveys, Private Colleges, Public Colleges, *School Funds
Identifiers—Higher Education General Information Survey
Findings concerning college endowment assets, yield, and income for fiscal years (FY) 1982-1985 are presented, based on "Financial Statistics of Institutions of Higher Education" surveys, which are conducted each fall as part of the annual Higher Education General Information Survey. In the private sector, endowment income accounted for over 5% of all current funds revenues during FYs 1982-1985, but in the public sector, such income amounted to far less than 1%. Reflecting the overall trend in the stock market, the market value of endowment assets grew more than 63% (from $24.4 billion to $39.9 billion) across all higher education institutions, although the real growth was reduced to 36% when controlled for inflation. Similarly, the overall increase of 23% in endowment yield (from $2.0 billion to $2.5 billion) and the increase of 31% in endowment income (from $1.6 billion to $2.1 billion) were reduced to 3% and 9%, respectively, when controlled for inflation. Comparative data are provided from: the National Association of College and University Business Officers' Comparative Performance Study, data collected by the Council for Aid to Education, and a study conducted by the Association of Governing Boards of Universities and Colleges. A glossary is included. (SW)

ED 287 413 HE 020 831
Kirschner, Alan H. And Others
United Negro College Fund 1987 Statistical Report.
United Negro College Fund, Inc., New York, N.Y.
Pub Date—87
Note—98p.
Available from—United Negro College Fund, Inc., 500 East 62nd Street, New York, NY 10021.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Black Colleges, Black Students, College Faculty, College Students, Degrees (Academic), *Enrollment Trends, Expenditures, Financial Support, Foreign Students, Geographic Distribution, Higher Education, *Institutional Characteristics, Place of Residence, *Private Colleges, *Student Characteristics, Student Costs, Student Financial Aid, *Teacher Characteristics
Identifiers—*United Negro College Fund
Information is presented on enrollments, faculty, degrees, student finances, and institutional finances at 42 private, predominantly black colleges and universities that are members of the United Negro College Fund (UNCF). Information provided for each UNCF campus includes: fall enrollments for 1982-1986, fall 1986 full-time and part-time enroll-

ment by sex, undergraduate and graduate enrollment by sex, enrollment by class/category, nonblack enrollment, transfer students, regional enrollment distribution, geographical distribution of students by state, foreign students by nation, freshman enrollment and admissions, entering freshmen by high school rank, faculty by race and degrees, faculty turnover and tenure, faculty distribution by division, average faculty salaries, employee primary role, degrees granted, degrees conferred by major, dual-degree engineering enrollment (for 33 institutions), financial aid allocations, institutional costs, current fund revenues and expenditures, and total endowment. Data on nine types of student financial aid are provided, along with information on costs for tuition and fees, room and board, and books and supplies. (SW)

ED 287 414 HE 020 832
Handbook and Resource Directory for International Students and Scholars. Revised.
Murray State Univ., Ky.
Pub Date—87
Note—75p.; A publication of the Center for International Programs.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*College Environment, *College Faculty, *Foreign Nationals, *Foreign Students, Guides, Higher Education, Immigrants, *Information Needs, *State Universities
Identifiers—*Murray State University KY
A handbook of information for foreign students, visiting scholars, and visiting faculty members is presented by Murray State University (Kentucky). The following topics are covered: academic life, automobiles, the Center for International Programs, child care, credential (transcript) evaluation, emergencies, employment, English language, finances, health, housing, the Immigration and Naturalization Service, laundry and dry cleaning, legal concerns, U.S. life and customs, libraries and research, mail, religious life, elementary and secondary schools, shopping and restaurants, telephone and telegrams, testing, tourism and leisure activities, transportation, travel outside the United States, tutoring, weather, and campus resources. Maps of the university and of the city of Murray are provided, along with a glossary, and sample budget planning sheets for on-campus and off-campus students. (SW)

ED 287 415 HE 020 833
Underwood, Sandra Millon
Application of Learning Style Theory to Nursing Education and Nursing Practice.
Pub Date—87
Note—22p.
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Style, Higher Education, *Learning Processes, *Learning Theories, *Nursing, *Nursing Education, *Student Attitudes
A structure is proposed by which nurse educators may unravel the contradictions in learning style research and see more clearly the importance of learning style theory and its applications to nursing education and nursing practice. The application of learning style theory most evident in the nursing literature appears to encompass four major dimensions: (1) learner preference, (2) learner response style, (3) information processing, and (4) cognitive style. Utilizing these theoretical notions in educational settings has been shown to lead to greater achievement of educational goals. It has also been demonstrated to have a significant impact on the attainment of professional outcomes in practice settings including the field of nursing. However, many nurse educators note major contradictions in the learning style research disseminated in professional journals and question its validity for nursing practice. This confusion appears to have resulted from the failure of nurse educators and nurse researchers to recognize the multidimensional nature of learning style research and the conceptual framework from which each dimension evolves. It is proposed that research is needed to examine the degree of redundancy between conceptual dimensions defined within various learning style models. (SW)

ED 287 416 HE 020 834
Gladieux, Lawrence E. Lewis, Gwendolyn L.
The Federal Government and Higher Education: Traditions, Trends, Stakes, and Issues.
College Entrance Examination Board, Washington, D.C.
Pub Date—Oct 87
Note—28p.
Available from—College Board Publications, Box 886, New York, NY 10101 ($6.00; orders for 5 or more copies, 20% discount).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Data Collection, Educational History, *Federal Aid, Federal Regulation, Financial Support, *Government School Relationship, *Higher Education, Public Officials, *Public Policy, *Research and Development, *Student Financial Aid, Taxes
The current federal relationship to higher education and the historical underpinnings of this relationship are examined, along with a statistical profile of the federal fiscal impact on higher education. After sketching the historical division of responsibilities for education in the U.S. federal system, attention is directed to the central features of current debates over student aid, research support, tax policies, regulation, data collection and analysis, and the role of the Secretary of Education. Speculations on the outlook for higher education in the post-Reagan era are also offered. Data are provided on estimated federal financial assistance to higher education for student aid, research and development (R&D), and other institutional support with breakdowns for specific types of aid. The legislative history of student aid is considered, along with trends and issues in the 1980s. Included are data on: aid awarded to postsecondary students by type of aid program for 1980-81 and 1986-87, and a comparison of estimated financial aid for students enrolled for advanced degrees by program (federal, state, institutional sources, and private sources) for 1974 and 1984. Additional data covers R&D expenditures at universities and colleges by source of funds for fiscal years 1980 and 1985. (SW)

ED 287 417 HE 020 835
Bates, Eric Mansell, Jack
Who Needs It? An Industry/College Interaction.
Department of Trade and Industry, London (England).; Further Education Unit, London (England).
Report No.—ISBN-0-948621-80-X
Pub Date—87
Note—24p.; Support document available on direct request to FEU.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Role, *Computer Oriented Programs, Cooperative Programs, *Corporate Education, Foreign Countries, Higher Education, Industrial Personnel, *Industry, *Information Technology, Marketing, Needs Assessment, Program Implementation, *School Business Relationship, Staff Development
Identifiers—*England
The way that further education (FE) colleges in England can tailor information technology (IT) education and training programs to benefit industrial and commercial users was explored in a project undertaken by the Further Education Unit (FEU) on behalf of the Department of Trade and Industry (DTI). The FEU based the project on its network of Experimental Colleges. Many of the colleges had not carried out adequate market research on IT. Colleges had to establish and maintain contacts within local industry and cooperate in determining needs and approaches. Attention is directed to: the college image, industry's IT training needs, program fees, examples of training programs, program development, demand for the programs, staff development, and use of DTI funding. Also considered are problems in market research, administrative constraints, and continuation of the initiative. Brief notes on projects at 11 colleges are included, along with recommendations for colleges, local education agencies, and employers. (SW)

ED 287 418 HE 020 836
Adults in Higher Education.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Report No.—ISBN-92-64-13001-2
Pub Date—87
Note—118p.
Available from—OECD Publications and Information Centre, 2001 L St., N.W. Washington, DC 20036.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Access to Education, *Adult Students, *College Programs, College Role, *Comparative Education, *Continuing Education, Credit Courses, Degrees (Academic), *Distance Education, Educational Demand, *Enrollment Trends, Financial Support, Foreign Countries, Higher Education, Independent Study, Information Technology, Student Characteristics, Telecommunications
Identifiers—*Organisation for Economic Cooperation Development
Issues concerning the enrollment of adults in degree programs in countries belonging to the Organisation for Economic Cooperation and Development are considered. Of concern are policies and institutional practices that affect adult participation in degree studies. The growing importance of continuing academic and professional education is addressed, along with the impact of new information and telecommunication technologies and their importance for distance higher education and independent study. In addition to an overview of adult demand for education and training and the role of higher education, attention is directed to: participation rates of adult students; characteristics of adult students; organizational policies and practices (e.g., admissions, part-time and distance modes and methods of study, credit transfer); and financial support to institutions and students. Comprehensive country surveys were completed by a number of countries (including Austria, Canada, France, West Germany, Ireland, Sweden, the United Kingdom, and the United States), while partial information was obtained from Australia, Finland, and Japan. (SW)

ED 287 419 HE 020 837
Denton, Margaret A. And Others
Employment Survey of 1985 Graduates of Ontario Universities. Report of Major Findings.
Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.
Report No.—ISBN-0-7729-2540-2
Pub Date—87
Note—300p.; For a summary of report, see ED 285 468.
Available from—MGS Publications Services, 5th Floor, 880 Bay Street, Toronto, Ontario, Canada M7A 1N8 ($9.00 CDN).
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Career Choice, *College Graduates, Educational Background, *Education Work Relationship, *Employment Experience, Foreign Countries, *Graduate Surveys, Higher Education, Job Application, Majors (Students), Questionnaires, Relevance (Education), Research Methodology, Student Characteristics
Identifiers—Canada, *Ontario
Procedures and selected results of the 1985 Ontario Graduate Employment Survey are examined. The survey, which is sent to graduates of the 15 Ontario universities, is designed to provide information on the postgraduate educational and labor market experiences of the 1985 graduates within 1 year after graduation. The fieldwork procedures employed are described, along with the nature of the survey instrument and the response rates achieved. A profile of the 1985 spring graduates is provided in terms of selected demographic and social-background variables, aspects of their educational experiences, and features of their early career paths. Attention is directed to the relationship of these demographic and social-background factors, along with aspects of graduates' educational experiences, to the graduates' subsequent educational or early career choices. The ways by which employed graduates obtained their jobs are addressed. Finally, survey data are examined that pertain to the relationship between the kind and amount of the graduates' educational experiences and the educational requirements of their jobs. Included are statistical tables of survey results and the study questionnaire. (SW)

ED 287 420 HE 020 839
Barbett, Samuel F. And Others
State Higher Education Profiles: 1985.
Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-87-366
Pub Date—Sep 87
Note—843p.
Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF05/PC34 Plus Postage.
Descriptors—College Faculty, *Degrees (Academic), *Enrollment Trends, Expenditures, *Full Time Faculty, *Higher Education, Income, National Surveys, State Aid, State Surveys

Profiles on higher education for fiscal year 1985 are presented for the United States, each of the 50 states, and the District of Columbia, with attention to state involvement, support, and performance in higher education. Each state is indexed to a national average and ranked on selected statistics, based on data collected through the Higher Education General Information Survey. The 12 statistical tables cover enrollment, full-time faculty, revenues, expenditures, degrees, and other formal awards conferred. Among the tables are statistical indicators of the status of higher education in a particular sector. The indicators adjust for the size of a sector where size is alternately defined as the number of full-time equivalent students or the number of full-time faculty. Four types of statistics are presented: actual counts (of individuals or amounts of money), percentage distributions, ratios (means and indicators), and indexes. Appended are information on data sources, definitions of terms, institutional classifications, and listings by state. (SW)

ED 287 421 HE 020 865
Guskey, Thomas R.
Improving Student Learning in College Classrooms.
Report No.—ISBN-0-398-05357-X
Pub Date—87
Note—168p.
Available from—Charles C Thomas, Publisher, 2600 South First Street, Springfield, IL 62794-9265 ($26.75).
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Ancillary School Services, *College Instruction, College Students, Feedback, Higher Education, *Instructional Improvement, Learning Motivation, Mastery Learning, Staff Development, Student Evaluation, Student Participation, Student Personnel Services, Success, *Teacher Effectiveness, Time Factors (Learning)

Designed as a resource for persons interested in improving the quality of teaching and student learning, this book covers aspects of the teaching-learning process that can be altered with relative ease. Practical suggestions are given in chapters focusing on concepts known to have a strong influence on student learning. The chapters include: (1) new ideas on teaching and learning in higher education; (2) exceptionally effective college teachers (identifying and interviewing them, feedback, etc.); (3) learning and evaluation (traditional and alternative uses, critical elements, subject area differences, etc.); (4) mastery learning; (5) motivation and early success (predicting college success, importance of first semester and first test, etc.); (6) time use and student involvement (John Carroll's model, Benjamin Bloom's ideas on learning rate, allocated versus engaged time, etc.); (7) student support services (faculty contact, tutorial services, computer-assisted instruction, etc.); and (8) staff development (collegial sharing, program characteristics, etc.). (LB)

ED 287 422 HE 020 869
Baylis, Bayard, Comp.
Institutional Research: New Challenges to an Evolving Role. Proceedings of the North East Association for Institutional Research Annual Conference (13th, Philadelphia, Pennsylvania, October 26-28, 1986).
North East Association for Institutional Research.
Pub Date—Oct 86
Note—323p.
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Academic Persistence, College Admission, *College Faculty, *College Planning, *College Students, Contracts, Databases, Graduate Surveys, *Higher Education, Institutional Advancement, *Institutional Research, Loan Repayment, *Management Information Systems, Microcomputers, Outcomes of Education, Private Financial Support, Student Loan Programs, Student Placement, Teacher Employment

New challenges facing the institutional research profession are covered in these 1986 conference proceedings of the North East Association for Institutional Research. Paper titles and authors include: "Institutional Research at Mercer County Community College: The Changing Role in the Eighties" (F. L. Edwards); "Course Placement and Academic Success" (J. C. Clark, A. Drum); "The STAR System: When a Mainframe Admissions Database Is Implemented on a Microcomputer" (J. F. Campbell, L. M. Spiro); "A Strategic Planning Model for Enrollment Management" (A. Lolli); "Planning: Strategic and Operational–How Do They Fit Together" (J. Napora); "The Role of Institutional Research in University Advancement Activity" (M. F. Middaugh); "Plant Upkeep and Financial Equilibrium: What Does It Take to Stay in Balance?" (J. A. Dunn, Jr., B. Sonenstein); "Information Management: Dealing with Imperfect Systems" (L. Webster-Saft, M. Eckstein); "The Impact of a New Academic Standards Policy on Different Community College Student Groups" (J. Grosset, G. Yerardi); "An Integrated Longitudinal Approach to the Study of Student Outcomes" (R. M. Karp); "A Study of the Fall 1980 Entering Cohort" (H. Staatse, F. Edwards); "Systematic Allocation of Faculty Positions: A Course Analysis Model" (K. D. Stewart, T. M. Edwards); "Decision Support for Contract Negotiation: The Context and Content of a Resource Allocation Model" (W. Poland, T. Wickenden); "Using Multiple Regression to Illuminate Faculty Salary Comparisons" (D. Trusheim); "Computer Modeling and Contract Negotiations: A Formula for Distributing Inequity Funds" (F. Wunschel, P. Roelfs); "Student Indebtedness: A Survey of State University Graduates" (J. A. Brown); "Life After Graduation: Trends in Post-College Activities" (B. Waters, R. Cheskis-Gold); "Post-Baccalaureate Plans of the Classes of 1984, 1985, and 1986" (D. G. Terkla, L. A. Kotowicz); "Attracting Low Income Students to a High Priced College: Does Loan Policy Make a Difference?" (L. J. Smith); "Regression Analysis of Factors Related to Acceptance to Medical School" (M. E. Costello, J. C. Clark, C. H. Yoder); "Marketing Strategic Planning: A Panel Discussion" (F. Milligan, G. J. Ryan); "Providing for the Needs of Handicapped Students in a Postsecondary Environment" (G. G. Walter, W. A. Welsh); "A Design and Implementation Plan for a Self-Evaluation of a Student Service Program" (J. J. Richards); "Student Withdrawals from Courses at a Community College (M. Murray, J. R. Banacki); "The Influence of Student Satisfaction on Persistence" (D. M. Green, J. V. Morlock); "Estimating Student Flow with Limited Data" (D. L. Rumpf, S. Coelen); "Total Private Support and Alumni/AE Giving: A Comparison of Twenty-Six Private Universities–1976 to 1985" (J. A. Dunn, Jr., A. Adam); and "Gifts from Individuals, and Dependence on Large Gifts: A Comparison of Fourteen Private Universities, 1983-84 and 1984-85" (J. A. Dunn, Jr., A. Adam). (SW)

ED 287 423 HE 020 883
Alaska High School Seniors Survey Report, 1986-87. Document Number 87-2.
Alaska State Commission on Postsecondary Education, Juneau.
Pub Date—Jul 87
Note—63p.; For previous reports, see ED 207 431, ED 239 538, ED 245 874 and ED 256 425.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*College Attendance, *College Bound Students, College Choice, Comparative Analysis, Higher Education, High Schools, *High School Seniors, Natural Resources, *Noncollege Bound Students, *Participant Satisfaction, Questionnaires, Sciences, Social Sciences, State Surveys
Identifiers—*Alaska

During the fall of the 1986-87 school year, Alaska high school seniors were asked their opinions of their overall high school experience, their need for additional assistance in selected academic and career planning areas, and general demographic information (sex, race, school size, household income, grades, and occupational choice), as well as what they planned to do after high school graduation. Of the 6,649 Alaska seniors, 2,971 (44.7%) responded to the survey. Comparisons were made between students planning for postsecondary education and those not planning for it. Questions were included to obtain information on disciplines targeted for statewide examination by the State Department of Education (science, natural resources, and social sciences). Among the findings are: (1) a doubling of the percentage (22.7%) of seniors rating their overall high school experience as "poor", compared to previous years; (2) differences in satisfaction among students in large schools compared to small schools; and (3) generally high overall satisfaction with decision-making abilities and experience in the target areas. Appended are the survey instrument and selected data tables. (LB)

ED 287 424 HE 020 884
McGuinness, Kathleen, Comp.
Non-Traditional and Interdisciplinary Programs. Selected Papers from the Annual Conference on Non-Traditional and Interdisciplinary Programs (4th, Arlington, Virginia, June 30-July 2, 1986).
George Mason Univ., Fairfax, Va. Div. of Continuing Education.
Pub Date—Jul 86
Note—303p.; For other conference proceedings, see HE 020 885-887 and HE 020 907-908.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Adjunct Faculty, Adult Students, College Curriculum, College Science, *Continuing Education, *Experiential Learning, General Education, Graduate Study, Higher Education, *Interdisciplinary Approach, *Liberal Arts, *Nontraditional Education, Prior Learning, Quality Control, *School Business Relationship, Sciences, Student Personnel Services

A total of 50 papers are presented from the George Mason University (Virginia) fourth annual conference on nontraditional and interdisciplinary programs. They are grouped in the following major categories: adjunct faculty, corporate/university linkages, experiential learning, graduate nontraditional programs, interdisciplinary program issues, interdisciplinary programs in science, liberal studies, quality assurance in nontraditional education, student support services, and issues in continuing education. Among the papers are: "A Model for Retaining Adjunct Faculty in a Non-Traditional Program" (S. M. Johnstone and P. H. Hamlin); "The Role of Adjunct Faculty in Incarcerated Settings" (E. S. Weeks, Jr., J. M. Watson, B. R. Church); "Off-Campus College: A Credit Program for Corporate Employees" (M. Bomboy); "Education as a Strategic Resource for Small Growth Companies" (A. M. Brett); "Teaching College Courses in On-Site Corporate Settings to Professional Level Staff" (G. H. Gardner); "Theory Seminars: Building on Experiential Learning" (L. S. Harvey); "Telecommunications-Based Learning: The Final Educational Frontier?" (B. A. Centini, J. A. Scigliano); "The Career Opportunities Institute: Development Program for Ph.Ds in the Arts and Sciences" (J. Zimbelman); "Marketing Interdisciplinary Programs in Agriculture, Business, Public Administration and French" (R. L. Frautschi); "Service Learning in an Interdisciplinary, Collegiate Program: Process and Outcomes" (C. H. Hoare, H. Nashman); "Cultures Past and Present: A New Approach to Broadening the Curriculum" (D. C. Wilcox); "Uniting the Sciences and Music: An Interdisciplinary Approach" (L. Berry, Jr.); "Science and Society: An Interdisciplinary General Degree Requirement" (D. J. Dietrich); "Planning a New Liberal Studies Curriculum" (J. S. Zangrando); "External Review: A Mechanism for Monitoring the Content of Adult and Continuing Education Offerings" (R. W. Campbell); "Meeting the Needs of Non-Traditional Students for Non-Traditional Programs" (H. Smith); "Mediating Conflicts in Advanced Placement" (M. R. Duperre); "Semester at Sea: An Innovative Approach to Learning" (C. Stone). (LB)

ED 287 425 HE 020 885
Fonseca, James W., Comp.
Non-Traditional and Interdisciplinary Programs. Selected Papers from the Annual Conference on Non-Traditional & Interdisciplinary Programs (2nd, Arlington, Virginia, June 27-29, 1984).
George Mason Univ., Fairfax, Va. Div. of Continuing Education.
Pub Date—84
Note—313p.; For other conference proceedings, see HE 020 884-887 and HE 020 907-908.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Adjunct Faculty, Administrator Role, Allied Health Occupations Education, Articulation (Education), College Faculty, Computer Literacy, *Continuing Education, Corporate Education, Critical Thinking, Doctoral Programs, Evaluation Methods, *External Degree Pro-

grams, Graduate Study, Higher Education, *Interdisciplinary Approach, Marketing, Military Personnel, *Nontraditional Education, Off Campus Facilities, Part Time Students, Prior Learning, Student Evaluation, Teacher Recruitment

A total of 47 papers are presented from the George Mason University (Virginia) second annual conference on nontraditional, interdisciplinary, and external degree programs. Among the papers are authors are: "A Learning Theory Account of Walden University's Doctoral Instructional Program" (B. M. Austin); "Hospital Based Interdisciplinary Education for Health Science Majors" (R. L. Brathwaite, E. R. Logan); "Faculty Transitions from Traditional to Nontraditional Programs" (D. A. Davis); "Doctoral Studies for Part-Time Students in Leadership Positions: Developing Graduate Non-Traditional Programs" (J. A. Duncan, C. P. Ruch); "Learning across the Curriculum: Strategies and Dilemmas" (S. C. Ehrmann); "Computer Literacy for Educators: A New Model for Recruitment and Teacher Recertification" (S. L. Hancock, S. Q. Lee): "Evaluating Experiential Learning: The Portfolio" (W. Kemp, R. Smith, G. Van Sant); "Action Learning Concept as Applied to Management Education" (G. Korey, Y. Bogorya); "Scholar's in Uniform: Student Opinions of the Golden Gate University's Off-Campus Programs at Tidewater, Virginia" (D. H. Lydick); "Questions for Administrators of Experiential Learning Programs" (B. Mayo-Wells, R. W. Campbell); "Interinstitutional Articulation and the Nontraditional Student" (J. L. Mowrer); "Developing Access to Corporate Education Programs" (J. S. Pula); "Strategic Planning and Marketing of American External Degree Programs to the Third World Nations" (S. O. Otitigbe); "Marymount Manhattan College Center for Legal Studies: Certificate Program in Legal Studies for Management" (M. L. Rodgers); "Critical Reasoning Development and Mastery of Course Materials: Adjunct Faculty Perceptions on Assessing Students in a Competence-Based B.A. Program" (J. B. Scanlan); "Blending Liberal Arts and Professional Education for the Non-Traditional Student: A Program Mode" (B. W. Shank, M. A. Brenden); and "Quality Control Design: Matrix and Delta Charting for Success" (M. Stanton, A. C. Jones). (LB)

ED 287 426 HE 020 886

Fonseca, James W., Ed.

Higher Education for Adults: Non-Traditional Paths. Selected Papers from the Annual Conference on Non-Traditional Interdisciplinary Programs (Arlington, Virginia, June 22-24, 1983).

George Mason Univ., Fairfax, Va. Div. of Continuing Education.

Pub Date—84

Note—148p.; For other conference proceedings, see HE 020 884-887 and HE 020 907-908.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Education, *Adult Students, Bachelors Degrees, Business, Corporate Education, Correctional Education, *Experiential Learning, *External Degree Programs, Higher Education, Independent Study, *Interdisciplinary Approach, Majors (Students), *Nontraditional Education, Nontraditional Students, Participant Satisfaction, Philosophy, School Community Relationship, Trend Analysis

Identifiers—George Mason University VA, Institutional Revitalization

Fourteen papers on adult education are presented from the George Mason University (Virginia) first annual conference on nontraditional, interdisciplinary, and external degree programs. The papers and authors include: "The American Experiential Learning Tradition: Educating the Whole Person" (Walter Raubicheck); "Experience, Learning, and Identity: A Transitional, Interdisciplinary Course for Adults from Urban and Suburban Settings" (Sylvia Chelala, Murial Dance); "Independent Study for Adults in Non-Traditional Higher Education" (Miriam Meyers); "Human Studies: An Individualized, Interdisciplinary Major for Adults" (Douglas L. Robertson); "Philosophy and Performance" (John L. Mowrer); "Twenty Twenty Hindsight: Student Satisfaction with Interdisciplinary Studies Degrees" (Irwin B. Levinstein); "Ten Years of an Individualized Non-Traditional Program: George Mason University's Bachelor of Individualized Study" (James W. Fonseca); "A Non-Traditional Interdisciplinary Program for Traditional and Non-Traditional Students" (Daniel C. Pantaleo, Alfred Forsyth); "Outreach for Meeting Community Needs and Institutional Revitalization: A Practical Approach" (Samuel Lee Hancock); "Educating Managers to Meet Future Corporate Education Needs of North American Business" (George Korey); "An Innovative Approach to Career-Oriented Management Education (at Undergraduate and Graduate Levels)" (Yvonne Bogorya); "Neighborhood Programming: Responding to Needs" (Gerri Corbin); "College in Prison: A Non-traditional Prison College Degree Program" (D. Malcolm Leith); and "Non-Traditional Higher Education: An Outsider's View" (Walter Moretz). (LB)

ED 287 427 HE 020 887

Fonseca, James W., Ed.

Non-Traditional Graduate Education: A Frontier for the 1980's. Selected Papers from the Conference on Non-Traditional Interdisciplinary Programs (2nd, Arlington, Virginia, June 22-24, 1983).

George Mason Univ., Fairfax, Va. Div. of Continuing Education.

Pub Date—85

Note—48p.; For other conference proceedings, see HE 020 884-886 and HE 020 907-908. Nowak paper also given in "College Faculty: Adjunct and Non-Traditional Roles" (HE 020 908).

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adjunct Faculty, Administrator Education, Continuing Education, Corporate Education, Degree Requirements, Engineering Education, *External Degree Programs, General Education, Graduate Students, *Graduate Study, Higher Education, *Interdisciplinary Approach, Liberal Arts, *Nontraditional Education

Identifiers—Pracademics

Six papers on graduate education are presented from the George Mason University (Virginia) annual conference on nontraditional interdisciplinary programs. The papers and authors include: "Management Education: A Non-Traditional Graduate Program for the Non-for-Profit Manager" (Susan Calkin); "'Pracademics': the Role of the Adjunct Faculty in Weekend Executive Programs" (Peter J. Nowak); "A Personal Approach to Continuing Education" (Martyn O. Hotvedt); "An Outline of a Non-Traditional Graduate School for Engineers and Related Professionals" (Raymond C. Watson, Jr.); "Graduate Liberal Studies–Graduate Liberal Arts" (Phyllis O'Callaghan); "Prerequisites and the Nontraditional Student" (Robert S. Trullinger, Jr.). (LB)

ED 287 428 HE 020 893

From Minority to Majority: Education and the Future of the Southwest. A Report and Recommendations by the WICHE Regional Policy Committee on Minorities in Higher Education.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date—Sep 87

Note—58p.; Statistical tables on the demography of the Southwest, enrollments, and other related materials on which this report is based are available in "Shaping the Future of the Southwest: Background Materials on Minorities in Education and the Economy of the Southwest" (WICHE publication 2A172). Financial support for the committee was provided by ARCO Foundation, The College Board, Adolph Coors Company, William and Flora Hewlett Foundation, Allstate Insurance Company, California Casualty Group, and Mountain Bell Foundation.

Available from—WICHE Publications, P.O. Drawer P, Boulder, CO 80301-9752 (Publication number 2A170).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Persistence, Access to Education, Blue Ribbon Commissions, Enrollment Projections, Equal Education, *Futures (of Society), *Higher Education, *Minority Groups, Professional Education, *Student Recruitment, Teacher Recruitment

Identifiers—Arizona, California, Colorado, *Diversity (Student), New Mexico, Texas, *United States (Southwest)

Recommendations presented to the states of Arizona, California, Colorado, New Mexico, and Texas represent both an assessment of the demographic and educational challenges faced by these states, in which minority populations will become the majority in the foreseeable future, and a call for action to deal with these challenges. The report is the product of a committee of state policymakers, business leaders, and educators. It reviews demographic facts and economic consequences of population changes, particularly in the area of education. Twenty recommendations are related to the following goals: (1) education for a multicultural society (e.g., recognize student diversity and reflect it in educational policies and practices; expect all students to succeed); (2) keep minority students in school (e.g., provide a core curriculum at the elementary and secondary levels that challenges and prepares all students); (3) double the proportion of minority college graduates (e.g., improvement recruitment and selection procedures); (4) bring more minorities into teaching, educational leadership, and the professions (e.g., create environments that support minority students and fosters strong faculty-student relationships); and (5) use financial resources to promote equity in education (e.g., halt the erosion of student aid and examine loan programs in terms of effects on students' educational decisions). An executive summary of this report is attached. (LB)

ED 287 429 HE 020 895

Christiansen, Richard

Program Review Report on the College of Dentistry, University of Florida.

State Univ. System of Florida, Tallahassee.

Report No.—BOR-86-6

Pub Date—27 Mar 86

Note—58p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Certification, Curriculum Development, *Delivery Systems, Demand Occupations, *Dentistry, Higher Education, Medical Research, Medical School Faculty, *Medical Services, Professional Education, Program Development, *Program Evaluation, Public Health, State Universities, Student Recruitment

Identifiers—Florida, Site Visits, *University of Florida

The programs offered by the College of Dentistry at the University of Florida (UF) were reviewed by an outside consultant in order to provide information on the State University System's vision of the college and its mission for Florida, the support base for the program, and current directions and anticipated fiscal and human forces that help shape this health-care delivery system. A 2-day site visit to the Gainsville campus was supplemented by numerous reports submitted for the consultant's assessment. After an introductory review of the state of dental and oral health both nationally and in Florida, the history of the UF program is examined. The review focuses on the following areas: student pool and selection; program considerations (structure, research, clinical care, continuing education, faculty issues, equipment, etc.); oral health needs of the people of Florida; and distribution of the providers. General suggestions are offered regarding such areas as recruitment of minority students, affirmative action, faculty review, and dental needs of the elderly. It is concluded that the college appears to be on the threshold of growth in quality to the point of attaining a national leadership role, with a critical mass of quality faculty, staff, students, and space. Eight recommendations are provided to reach that potential. Licensure examination data are included in an appendix. (LB)

ED 287 430 HE 020 896

Gibson, Robert D. And Others

Pharmacy Program Review. Consultant's Report.

State Univ. System of Florida, Tallahassee.

Pub Date—Nov 85

Note—72p.

Pub Type— Reports - Evaluative (142) — Legal/-Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Delivery Systems, Doctoral Degrees, *Doctoral Programs, *Educational Supply, Higher Education, Labor Needs, *Pharmacy, Professional Education, *Program Evaluation, *Standards, State Universities

Identifiers—*Florida A and M University, Site Visits, *University of Florida

Site visits were made by a team of consultants to Florida A&M University (FAMU) and the University of Florida (UF), the two institutions providing pharmacy education in Florida, to review programs and assess issues relating to entry-level degrees, manpower needs, and delivery systems. After a brief history of academic programs in pharmacy, the doctor of pharmacy degree is described. The history of both the FAMU and UF programs are recounted,

and specific recommendations are offered to each institution. On a systemwide level, the following recommendations are made: (1) for reasons related to economics, curriculum, and standards, it is in the best interests of the two colleges to each offer only one entry-level professional degree; (2) the Pharm.D. should be the sole entry degree program due to level of clinical training, professional competition, depth of study, and new practicing requirements; (3) both FAMU and UF should prepare plans to phase out the baccalaureate program in pharmacy; (4) further studies are needed to project state needs for pharmacists; (5) any real expansion of programs should be curtailed until the need is documented. Appended are the consultants' vitae, national data on enrollments, and standards of practice for the pharmacy profession. (LB)

ED 287 431 HE 020 900

Alexander, Joanne M. Stark, Joan S.

Focusing on Student Academic Outcomes. A Working Paper.

National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Grant—OERI-86-0010

Note—43p.; From the NCRIPTAL Program on Research Leadership, Design and Integration.

Available from—NCRIPTAL, Suite 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-2748 (Technical Report No. 86-A-002.0, $5.00).

Pub Type— Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Basic Skills, *Classification, *College Students, *Educational Assessment, *Evaluation Methods, Higher Education, *Outcomes of Education, *Research Design, Standardized Tests, Student Development

Identifiers—*College Outcomes Assessment

Current methods and instruments for assessing college student academic outcomes are identified and described, and possible outcome measures of NCRIPTAL's (National Center for Research to Improve Postsecondary Teaching and Learning) are suggested. Section I defines college outcomes from several perspectives, including pressures for outcome assessment, emphasis on quality, and issues that hinder assessment. Section II reviews various approaches to outcome assessment as well as existing typologies for classifying outcomes, including works of Pace, Astin, Bowen, Ewell, and Lenning. A typology tentatively adopted by NCRIPTAL researchers is introduced and delimits the discussions of outcomes in Section III, which presents several common outcome measures. They are grouped in three categories: (1) academic-cognitive outcomes (Graduate Record Examination, Undergraduate Assessment Program of the College Entrance Examination Board, American College Testing (ACT) Program achievement tests, ACT College Outcome Measures Project, College Level Examination Program, critical thinking and higher level outcome measures, basic skills); (2) academic-motivational outcomes; and (3) academic-behavioral outcomes (career/life goal exploration, diversity, persistence, faculty-student relationships). Appended are charts showing the categories of the NCHEMS Outcome Structures, and lists of basic skills tests for college students. Seventy references are included. (LB)

ED 287 432 HE 020 901

Green, Patricia J. Stark, Joan S.

Approaches to Research on the Improvement of Postsecondary Teaching and Learning. A Working Paper.

National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Grant—OERI-86-0010

Note—24p.; From the Program on Research Leadership, Design and Integration.

Available from—NCRIPTAL, Suite 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-2748 (Technical Report No. 86-A-001.0, $5.00).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Psychology, College Environment, College Faculty, *College Instruction, College Students, *Educational Research, Higher Education, Institutional Research, *Instructional Improvement, *Learning, Researchers, *Research Needs, Student Characteristics

Research approaches to the complex issues related to college teaching and learning are discussed. Topics covered include: research itself (why improvement is needed, potential targets for improvement, types of research, and an integrated strategy for productive research); the learning activity; the teaching activity; learners; teachers; organization of postsecondary teaching and learning; and defining what is to be learned. Summary observations are offered that suggest complex interrelationships among mode of learning, method of teaching, learner attributes, teacher attributes, and organizational context. Recommendations are presented: (1) greater support should be provided for basic research, broader field testing, and improved translation for institutional researcher use; (2) institutional research offices should broaden their mission to include the translation and field testing functions; (3) policy researchers need to weigh more heavily basic studies and related field tests; and (4) both institutions and governmental agencies need to sponsor carefully structured evaluation research. (LB)

ED 287 433 HE 020 902

The Doctorate in Education: Issues of Supply and Demand in California. Commission Report 87-11.

California State Postsecondary Education Commission, Sacramento.

Pub Date—Mar 87

Note—58p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Education, Centralization, College Programs, Community Colleges, Comparative Analysis, Decision Making, Doctoral Degrees, *Doctoral Programs, Educational Demand, *Educational Supply, *Education Majors, Higher Education, Institutional Autonomy, Postsecondary Education as a Field of Study, *Program Development

Identifiers—*California, California State University

Prompted by a California State University trustee resolution in 1985 to offer an independent doctoral degree in education, this report aims to determine whether additional doctoral programs in educational administration are needed in California. It examines the history and professional uses of doctorates in education, and surveys perceptions of the degree (both Ed.D. and Ph.D.) and its importance in school and community college administration. Alternative forms of training and continuing education available to administrators are examined, and national trends are cited regarding number of degrees awarded, sex and ethnicity of degree recipients, career patterns, and length of time between bachelor's and doctoral degrees. Other issues relating to supply and demand in California are discussed, including the adequacy of the current supply of doctorates. Based on 13 findings and 8 conclusions drawn from the evidence, the Commission offers two recommendations: (1) no new doctoral programs in educational administration should be established in any institution not now offering the degree, and (2) an intersegmental committee should investigate the needs and propose possible structures, components, and modes of delivery for doctoral programs designed specifically for present and future administrators in California's community colleges. An appendix describes the methods used by the Commission to survey graduate school deans, doctoral students, and school and community college administrators. (LB)

ED 287 434 HE 020 907

Fonseca, James W., Comp.

Non-Traditional and Interdisciplinary Programs. Selected Papers from the Annual Conference on Non-Traditional and Interdisciplinary Programs (3rd, Arlington, Virginia, July 1-3, 1985).

George Mason Univ., Fairfax, Va. Div. of Continuing Education.

Pub Date—85

Note—346p.; For other conference proceedings, see HE 020 884-886 and HE 020 908.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Adjunct Faculty, Adult Education, Consultants, *Continuing Education, Cooperative Education, *Corporate Education, Educational Quality, *Experiential Learning, Graduate Study, Higher Education, Innovation, *Interdisciplinary Approach, Liberal Arts, Microcomputers, Military Personnel, Models, *Nontraditional Education, School Business Relationship, Student Personnel Services

Identifiers—Alverno College WI, DANTES Project, National College of Education IL

Sixty-one papers are presented from the George Mason University (Virginia) annual conference on nontraditional interdisciplinary programs. They are grouped in the following categories, with three to ten papers per category: adjunct faculty; corporate/university linkages; experiential learning; graduate non-traditional programs; interdisciplinary program issues; issues in continuing education; liberal studies; military educational needs; philosophy of non-traditional education; quality assurance in non-traditional education; student support services; and technology in higher education. Among the papers and authors are: "Adjunct Faculty and Non-Traditional Programs: Cost Effective Options" (C. Barnes); "Serving the Educational Needs of Indiana Military Academy and the UAW-Ford Employees, Indianapolis, Indiana" (L. R. Holtzclaw); "Case Study of an Experiential Approach to Small Business Education and Development" (D. M. Leith); "Technology and the Intellectual Content of Graduate Programming" (W. Ammentorp, S. James); "Three Models for Graduate Interdisciplinary Program Development" (W. R. Abell); "The Multinational Corporation: English Language Training for Improved Communication" (H. S. Bynum); "The Goodrich Scholarship Program: An Experiment in Higher Education" (D. C. Dendinger, J. A. Lofton); "The 'DANTES' Project: An Experiential Learning Feasibility Study" (J. Janco-Cook); "Philosophy of Adult Education" (B. Rich); "Assuring Quality Programs by the Use of the Baccalaureate Contract" (H. R. Fowler); "Persistence of Non-Traditional Undergraduate Students: Factors and Strategies" (M. A. Brenden); and "Cooperative Education Students as Microcomputer Consultants" (J. M. Stoia). (LB)

ED 287 435 HE 020 908

Fonseca, James W., Ed.

College Faculty: Adjunct and Non-Traditional Roles. Selected Papers from the Conference on Non-Traditional Interdisciplinary Programs (Arlington, Virginia, June 22-24, 1983).

George Mason Univ., Fairfax, Va. Div. of Continuing Education.

Pub Date—84

Note—79p.; For other conference proceedings, see HE 020 884-886 and HE 020 907. Nowak paper also given in HE 020 887.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adjunct Faculty, Administrator Education, Collective Bargaining, *College Faculty, Continuing Education, Contracts, Faculty Development, Full Time Faculty, Higher Education, *Nontraditional Education, Part Time Faculty, Quality Control, Teacher Attitudes, Weekend Programs

Identifiers—Pracademics

Six papers on adjunct and nontraditional college faculty are presented from the George Mason University (Virginia) annual conference on nontraditional interdisciplinary programs. The papers and authors are as follows: "Educational Orientation and Role Perceptions of Adjunct Faculty" (William McAfee, Lewis Smith); "Quality Teaching and Adjunct Faculty: Who Will Teach the Teachers to Teach?" (Chet Meyers); "Quality Control in the Non-Traditional Classroom: Adjunct Faculty in Non-Traditional Programs" (Bonnie F. Shaw); "'Pracademics:' The Role of the Adjunct Faculty in Weekend Executive Programs" (Peter J. Nowak); "Full-Time Faculty on Term contracts in Continuing Higher Education" (Robert L. David); and "Part-Time Faculty and Collective Bargaining" (Rona Moscow). (LB)

ED 287 436 HE 020 910

Kozma, Robert B. Bangert-Drowns, Robert L.

Design in Context: A Conceptual Framework for the Study of Computer Software in Higher Education.

National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 87

Grant—OERI-86-0010

Note—78p.; From the NCRIPTAL Program on Learning, Teaching, and Technology.
Available from—NCRIPTAL, Suite 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-2748 (Technical Report No. 87-F-001.0, $10.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Classification, College Instruction, College Students, *Computer Assisted Instruction, Educational Research, Educational Technology, Higher Education, *Learning Motivation, Learning Processes, *Microcomputers, Programed Instruction, *Research Design, *Research Needs, Research Projects, Simulation

The conceptual groundwork needed to examine the impact of technology, primarily microcomputers, on student learning is presented. Medium, method, and context are tied with a science of design. In section I, research on technology in higher education is reviewed, medium and method are defined, and interaction with context is discussed. Taxonomies on instructional contexts and design are considered in section II, including the purpose of a taxonomy, instructional contexts (learner aptitudes, learning tasks, and situations), and instructional designs. In the final section the taxonomy is used to identify and describe classes (tutorials, guided simulations, exploratory environments, cognitive tools, graphics, motivation, user interface, and feedback) of computer applications, or designs, and the instructional situations for which each might be most effectively used. A research agenda is provided from which NCRIPTAL (National Center for Research to Improve Postsecondary Teaching and Learning) researchers will work. One hunred and fifty references are included. (LB)

ED 287 437 HE 020 911
Peterson, Marvin W. And Others
The Organizational Context for Teaching and Learning. A Review of the Research Literature.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Grant—OERI-86-0010
Note—120p.; From the NCRIPTAL Program on the Organizational Context for Teaching and Learning.
Available from—NCRIPTAL, Suite 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-2748 (Technical Report No. 86-E-001.0, $10.00).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Cognitive Psychology, *College Environment, *College Instruction, College Students, Definitions, Educational Quality, Educational Research, Higher Education, Institutional Characteristics, *Learning Processes, Organizational Climate, Outcomes of Education, *Research Needs
Identifiers—College Outcomes Assessment

Three broad categories are cited that describe the nature of a college or university as an organization and that potentially influence an institutions academic outcomes. These categories are: the college's formal organizational characteristics, structures, processes, and practices; its culture; and its climate. This literature review aims to identify and clarify concepts related to this framework, identify organizational characteristics related to improvement of student outcomes, and refine the research framework. The review is divided into the following sections: (1) performance measures in higher education: effectiveness, efficiency, quality, and student outcomes; (2) organizational culture and climate: an external perspective; (3) defining culture and climate in higher education: conceptual confusion; (4) institutional strategy and student outcomes; (5) academic management practices: impacts on culture, climate, and student outcomes; (6) organizational characteristics: relationships to culture, climate and outcomes; (7) overview of organizational variables, practices, and characteristics; and (8) a conceptual synthesis: complexity or chaos. Both higher education and non-higher education literature is included. Five hundred and sixty-five references are included. (LB)

ED 287 438 HE 020 912
Blackburn, Robert And Others
Faculty as a Key Resource. A Review of the Research Literature.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Grant—OERI-86-0010
Note—50p.; From the NCRIPTAL Program on Faculty as a Key Resource.
Available from—NCRIPTAL, Suite 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-2749 (Technical Report No. 86-D-001.0, $10.00).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Faculty, College Instruction, Educational Research, *Faculty Workload, Higher Education, Job Satisfaction, Quality of Working Life, Research Needs, Teacher Attitudes, *Teacher Behavior, *Teacher Motivation, *Teacher Responsibility, Teacher Student Relationship, Teaching Methods, *Work Environment
Higher education research on faculty and psychological and sociological literature on professionals at work in organizations are reviewed in order to determine, as part of a 5-year project, why faculty behave as they do. The survey is seen as a conceptual guide for understanding the multidimensional factors involved. The results of the analysis of the literature survey are presented in five major sections covering: (1) works by well-known commentators on faculty; (2) faculty goals, the tripartite division of faculty work functions, and faculty allocation of effort; (3) the teaching role, particularly empirical evidence of the relative effectiveness of college classroom methods and styles, assessment of teaching quality, relationships between instructional performance and student learning, and rewards of teaching; (4) faculty research review; (5) theoretical constructions from psychological and sociological research that suggest alternative approaches to understanding how faculty experience their work; and (6) selected results that suggest trends and needs for future research and theory. Ten pages of references are included. (LB)

ED 287 439 HE 020 913
Stark, Joan S. And Others
Designing the Learning Plan: A Review of Research and Theory Related to College Curricula.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Grant—OERI-86-0010
Note—99p.; From the NCRIPTAL Program on Curricular Integration and Student Goals.
Available from—NCRIPTAL, Suite 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-2748 (Technical Report No. 86-C-001.0, $10.00).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*College Curriculum, College Instruction, *Curriculum Development, Definitions, *Educational Research, Higher Education, Instructional Improvement, Planning, Research Design, *Research Needs, Secondary School Curriculum
Identifiers—Alverno College WI, College Outcomes Assessment

A summary of major writings on college and pre-college curriculum literature are presented in this report, which is an early step in establishing a framework for the research program of the NCRIPTAL (National Center for Research in Postsecondary Teaching and Learning) Program on Curricular Integration and Student Goals. Section 1 on the literature of college curricula includes: historical and background reports (e.g., Carnegie Council on Policy studies); prescriptive views of quality, related to recommendations of national reports; strategy views, related to the educational process (e.g., national report recommendations, disciplinary approach, and discussions of student development); studies of curricular change (e.g., those at Alverno College, and liberal arts outcomes research). Definitions of curriculum are offered in the second section, which focuses on pre-college literature, as well as discussions in the literature of: the nature of curriculum development or planning; theoretical assumptions and approaches to curriculum planning and curriculum; cognitive psychology and curriculum development; and the teacher as curriculum planner. The final section proposes six assumptions for use in models of curriculum research, identifying such variables as student involvement, the organization of a discipline, and student outcomes. Fourteen pages of references are included. (LB)

ED 287 440 HE 020 914
Korn, Harold A.
Psychological Models of the Impact of College on Students.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Grant—OERI-86-0010
Note—24p.; From the NCRIPTAL Program on Instructional Processes and Educational Outcomes.
Available from—NCRIPTAL, Suite 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-2748 (Technical Report No. 86-B-001.0, $5.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Psychology, College Attendance, *College Role, *College Students, Higher Education, Longitudinal Studies, Models, *Outcomes of Education, *Personality, Psychological Characteristics, Student Attitudes, *Student Development, Values
Identifiers—*College Outcomes Assessment

Summary findings are presented on research about the impact of college in order to identify key issues related to understanding the lives of individual students. Five perspectives are offered: Bowen's outcomes and goals; Feldman and Newcomb's student personality, values, and beliefs; Pace's achievement testing; Astin's longitudinal studies; and Pascarella's cognitive development in social contexts. Theoretical and methodological issues are discussed that set the stage for introducing new ways of explaining the impact of college, and theoretical models are introduced that are influenced by the heuristic orientation of cognitive psychology (Cantor and Kihlstrom's social-cognitive personology theory, and Baron's personality and intelligence theory). It is concluded that the impact of college on students is mediated, influenced, or determined by interactions between diverse psychological processes. Depending on the theoretical orientation of the research, they have been labeled student involvement, openness to change, and quality of student effort. (LB)

ED 287 441 HE 020 915
Vogel, Carol D. Stark, Joan S.
Postsecondary Teaching and Learning Issues in Search of Researchers. A Working Paper.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Grant—OERI-86-0010
Note—26p.; From the NCRIPTAL Program on Research Leadership, Design and Integration.
Available from—NCRIPTAL, Suite 2400 School of Education Building, The University of Michigan, Ann Arbor, MI 48109-2748 (Technical Report No. 86-A-001.0, $5.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Curriculum, *College Faculty, *College Instruction, *College Students, Curriculum Development, *Educational Research, Educational Technology, Higher Education, Organizational Climate, Outcomes of Education, *Research Needs

In this working paper on needed research issues, areas of inquiry are grouped in a way that parallels the programs of the National Center for Research in Postsecondary Teaching and Learning (NCRIPTAL); additional categories are also cited. The following topics are addressed: (1) issues of student learning (participation and involvement, intellectual development, attributes and learning styles, and assessing outcomes); (2) curricular issues (models and designs, general education versus specialization; liberal education versus vocational study; and teaching and learning across the curriculum); (3) studies of teaching and of the faculty (faculty career preparation and development, selection and assessment, knowledge and expertise); (4) the organizational

context for teaching and learning (leadership, effectiveness, structures and management practices, institutional linkages, and external influences); (5) the technological information environment (general impact, impact on learning, and impact on access to information and literacy); and (6) general research issues (research frameworks; definitions, measures, and analysis of student characteristics and outcomes; and longitudinal studies and databases). Each topic section includes selected references for institutional leaders, and for researchers. (LB)

IR

ED 287 442 IR 012 825
Seidman, Robert H.
Research on Teaching and Learning Computer Programming Symposium.
Pub Date—Apr 87
Note—15p.; Paper presented to Symposium (15.03) at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, *Computer Science Education, Group Instruction, *Instructional Design, Metacognition, Models, *Programing, *Programing Languages, Psychological Studies
Identifiers—BASIC Programing Language, LOGO Programing Language
Four conference papers are reviewed in this introduction to a symposium. The first paper is by Clements and Merriman, who make a case for the reflection of Steinberg's information processing componential model of cognitive processes in the LOGO language and computational environment; present a series of experiments that attempted to tailor the environment to aspects of the theoretical model and to assess transfer of componential and metacomponential skills; and speculate on how to structure an ideal LOGO environment to facilitate transfer of cognitive skills. In the second paper, Perkins, Schwartz, and Simmons report their findings from interviews with naive BASIC programmers, including their need for a mental model of the computing process, lack of good problem solving strategies, and problems in personal confidence and control. A metacourse designed to teach metacognitive skills is proposed to address these problems. Fay and Mayer, in the third paper, argue that LOGO mastery is affected by the cognitive misconceptions of naive learners, and provide a computational model of such misconceptions. In the final paper, Webb and Lewis confirm that group learning of programming has positive results and propose a metacourse to promote efficacious group behavior. (MES)

ED 287 443 IR 012 826
Akiyama, Takashiro
Trends in Research on Japan's Educational Broadcasts.
Japan Broadcasting Corp., Tokyo. Broadcasting Culture Research Inst.
Pub Date—[86]
Note—76p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Curriculum Development, *Educational Television, Elementary Secondary Education, Foreign Countries, Literature Reviews, Preschool Education, *Programing (Broadcast), *Television Research, *Television Viewing, Videotape Recordings
Identifiers—*Japan, *Media Education, Media Literacy
This overview of Japanese research on educational television and media education from the mid-1970s through 1985 begins by presenting a brief history of educational broadcasting and recent trends in broadcasting and related research in Japan. The following areas are reviewed: (1) research using program analysis; (2) research using test production and re-editing of programs; (3) research on teacher guidance and program effectiveness; (4) research on the measurement and evaluation of viewing abilities; (5) research on the development of viewing abilities; (6) development of curricula for media education; (7) development of new programs for very young children; and (8) practical studies by teachers on education by broadcasting. One English-language and 77 Japanese references are listed. (MES)

ED 287 444 IR 012 827
Loop, Liza
Behold the Trojan Horse: Instructional vs. Productivity Computing in the Classroom.
Pub Date—12 Mar 85
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, *Computer Assisted Instruction, *Computer Oriented Programs, Computer Software, Elementary Secondary Education, *Equal Education, Principals, Teacher Attitudes
This background paper for a symposium on the school of the future reviews the current instructional applications of computers in the classroom (the computer as a means or the subject of instruction), and suggests strategies that administrators might use to move toward viewing the computer as a productivity tool for students, i.e., its use for word processing, database management, and other applications. Factors favoring the use of computers as a means or object of instruction are discussed, including teacher ignorance compounded by uninformed teacher trainers, and a bias in the literature in favor of the current approaches. Steps that principals can take to encourage the extension of teacher use of productivity tools to student use of appropriate tools are suggested. Fourteen references are listed. (MES)

ED 287 445 IR 012 829
Kinzie, Mable B. And Others
Learner versus Program Control in Computer Assisted Instruction.
Pub Date—Apr 87
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aptitude Treatment Interaction, *Computer Assisted Instruction, Grade 8, *Intermode Differences, Junior High Schools, Locus of Control, Multivariate Analysis, *Reading Ability, Science Instruction, *Sex Differences, *Student Attitudes
Identifiers—*Learner Control
Learner and program control of content review within computer assisted instruction (CAI) were studied to determine their effects on the posttest performance and attitudes of eighth grade students. The science-related instructional treatments were completed by 98 students who were blocked by gender and reading ability and randomly assigned to experimental treatments. It was found that students under learner control scored significantly higher on the posttest than those under program control, and males had significantly higher posttest scores than females and more favorable attitudes toward the instruction and toward computer use. A significant treatment X gender X reading ability interaction indicated that the differences in favor of learner control were due primarily to the significantly higher performance by high ability females and low ability males under learner control than under program control. Time to completion was the same for both groups of subjects. Overall results indicate that students under limited learner control adjust their study behavior to achieve greater learning in the same amount of time. Twenty-six references are listed, and statistical analyses are appended. (Author/MES)

ED 287 446 IR 012 830
Armour-Thomas, Eleanor And Others
The Motivational Effects of Types of Computer Feedback on Children's Learning and Retention of Relational Concepts.
Pub Date—Apr 87
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Covariance, *Computer Assisted Instruction, *Concept Teaching, *Feedback, *Intermode Differences, Kindergarten Children, Microcomputers, Primary Education, *Retention (Psychology), *Student Motivation
Identifiers—*Relational Concepts
The effects of different types of feedback in computer assisted instruction (CAI) on relational concept learning by young children were compared in this study. Subjects were 89 kindergarten students whose primary language was English, and whose performance on the Boehm Test of Basic Concepts was within the average range chosen from classes in a predominantly low income New York City school district. Nine relational concepts were selected for CAI over a six-week period, and three conditions of computer-generated feeeback–textual, symbolic, and pictorial–were presented to the experimental groups. A control group participated in a color matching game on the computer. Motivational effects were measured by time and trials-to-criterion on the computer, and the Boehm Test of Basic Concepts was used to measure the immediate and delayed effects of CAI on the children's level of knowledge of basic relational concepts. Results indicated that, although children's performance across experimental groups was significantly better than the performance of the control group, there were no significant differences in performance among the feedback groups. These results suggest that learning within a microcomputer environment may be intrinsically stimulating for very young children. Three tables and 28 references are included. (Author/MES)

ED 287 447 IR 012 831
Brasell, Heather
The Role of Microcomputer-Based Laboratories in Learning To Make Graphs of Distance and Velocity.
Pub Date—Apr 87
Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, *Computer Assisted Instruction, Computer Graphics, Grade 12, *Graphs, High Schools, Microcomputers, *Motion, Physics, Science Instruction, *Science Laboratories
Two questions about the effects of microcomputer-based laboratory (MBL) activities on graphing skills were addressed in this study: (1) the extent to which activities help students link their concrete experiences with motion with graphic representations of these experiences; and (2) the degree of importance of the real-time aspect of the MBL in contributing to this understanding. The subjects were 93 high school physics students who were assigned to one of four treatments: (1) a standard MBL activity; (2) an MBL activity with the graph display delayed 20 seconds; (3) a pencil and paper graph construction activity; and (4) no activity. Posttest scores for the standard MBL treatment were significantly higher than scores from all other treatments on distance-time graphs, but not on velocity-time graphs. Scores of the delayed-MBL group were not significantly different from either of the two control treatments. These results provide indicators of the way in which children make the cognitive translation between concrete and symbolic representations of an event. Eight references are listed. (Author/MES)

ED 287 448 IR 012 832
Knupfer, Nancy N.
A Survey of Teachers' Perceptions, Opinions and Attitudes about Instructional Computing: Implications Regarding Student Equity.
Pub Date—Apr 87
Note—57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For another paper on this study, see ED 285 547.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Equal Education, Grade 6, Intermediate Grades, *Microcomputers, Public Schools, Questionnaires, State Surveys, Statistical Analysis, *Teacher Attitudes
Identifiers—*Wisconsin
In order to assess the quantity and quality of equitable access to computers in Wisconsin public

schools, teachers' perceptions, opinions, and attitudes about instructional computing were examined during the 1984-1985 school year. Questionnaires containing closed- and open-ended questions were mailed to all 510 sixth-grade teachers in K-6 structured public schools throughout the state. Follow-up telephone interviews with nonrespondents obtained data for comparison of respondent and nonrespondent groups. Descriptive statistics were compiled from frequency distributions, measures of central tendency, contingency tables using the chi-square statistic, and t tests. The alpha level for significance was set at .05. The major conclusion was that equity of student access to instructional computing is closely related to the attitudes and opinions of the teachers who work with those students. Based on these findings, it is suggested that, in addition to provision of training and better equipment, program planning and training tailored to the classes of opinion and attitude already existing in the schools would decrease inequitable decisions. Supplemental materials include a list of 24 references, statistical analyses, and a copy of the survey. (Author/MES)

ED 287 449 IR 012 834
Gaver, W. W.
Auditory Icons: Using Sound in Computer Interfaces.
California Univ., San Diego, La Jolla. Inst. for Cognitive Science.
Spons Agency—Office of Naval Research, Arlington, Va.
Report No.—ICS-R-8706
Pub Date—May 87
Contract—NR-667-541; ONR-N00014-85-C-0133
Grant—PHS-MS-14268
Note—34p.
Journal Cit—Human-Computer Interaction; v2 p167-77 1986
Pub Type— Information Analyses (070) — Journal Articles (080)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Auditory Perception, *Auditory Stimuli, *Cognitive Mapping, *Man Machine Systems, *Sound Effects
Identifiers—*Auditory Icons

An appoach to the use of sound in computer interfaces, proposed in this article, emphasizes the role of sound in conveying information about the world to the listener. This approach argues that auditory icons, i.e., caricatures of naturally occurring sounds, provide a natural way to represent dimensional data as well as conceptual objects in a computer system, and allow the categorization of data into distinct families using a single sound. Three kinds of mappings between data to be represented and its representation–symbolic, metaphorical, and nomic–are illustrated, and the learnability of mappings is considered. The technical feasibility of producing such sounds is also discussed. Supplemental materials include a list of 16 references and a list of 61 technical reports by members of the Institute for Cognitive Science. (MES)

ED 287 450 IR 012 835
Fisher, Mel Lautt, Ray
Computer Processing 10-20-30. Teacher's Manual. Senior High School Teacher Resource Manual.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
Report No.—ISBN-0-920794-55-6
Pub Date—87
Note—147p.; For application of Computer Processing 10-20-30 to Business Education, see ED 262 218, ED 262 220, and ED 262 222.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Computer Literacy, *Computer Science Education, *Computer Software, Developed Nations, Educational Planning, Foreign Countries, High Schools, *Learning Modules, Lesson Plans, *Programing, State Curriculum Guides, *Student Evaluation
Identifiers—*Alberta, Canada

Designed to help teachers meet the program objectives for the computer processing curriculum for senior high schools in the province of Alberta, Canada, this resource manual includes the following sections: (1) program objectives; (2) a flowchart of curriculum modules; (3) suggestions for short- and long-range planning; (4) sample lesson plans; (5) teaching suggestions for the core module and for 17 modules covering topics in the broad areas of applications and programming; (6) recommendations for student evaluation; and (7) a list of available resources, including 10 basic texts and 6 software packages. Additional resources are provided in 11 appendices and in a chart depicting the correlation of learning resources with the course content covered by the various modules. (MES)

ED 287 451 IR 012 836
Carnoy, Martin Loop, Liza
Computers and Education: Which Role for International Research? Proceedings of the Stanford-/UNESCO Symposium (Stanford, California, March 10-14, 1986).
Stanford Univ., Calif. School of Education.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.—ED.86/WS/86
Pub Date—Aug 86
Note—51p.; Document contains light type.
Pub Type— Collected Works - Proceedings (021) — Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cognitive Psychology, *Computer Assisted Instruction, Cost Effectiveness, Economic Development, *Educational Development, *Equal Education, Foreign Countries, *International Cooperation, Policy Formation, Psychological Studies, *Research Needs

This report on a symposium sponsored jointly by Unesco (United Nations Educational, Scientific, and Cultural Organization) and the Stanford University School of Education to foster understanding of the role of educational technology in educational systems and to identify needs for further research begins by summarizing international trends in the use of computers in education. The state-of-the-art of research in four areas related to computers in education is then reviewed: (1) policy making and implementation; (2) cognitive and motivational outcomes; (3) cost-benefit and cost-effectiveness; and (4) methodological issues. Policies and development, economics, and learning are identified as areas in which further research is needed, and unanswered questions and priorities for research at the international level are described for each of these areas. Suggestions for international cooperation and information exchange and conclusions reached by the participants conclude the report. The annexes include the reports of a working group on policy and development and a working group on learning, a list of symposium documents, and a participant list. (MES)

ED 287 452 IR 012 837
Pellerin, Mary Ann, Ed. And Others
Cooperative Development of Thinking Skills: Emphasizing the Cooperative Effort between Library Media and Classroom Teachers. Institute for Teaching and Learning, #457.
Connecticut Educational Media Association, Hartford.
Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Curriculum and Professional Development.
Pub Date—Apr 87
Note—169p.; Prepared by the participants of the Institute for Teaching and Learning, 1986-87.
Pub Type— Collected Works - General (020) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Annotated Bibliographies, Class Activities, *Cognitive Development, Cognitive Processes, Course Integrated Library Instruction, Courseware, Educational Objectives, Elementary Secondary Education, Instructional Materials, *Language Arts, Lesson Plans, *Library Skills, Skill Development, *Social Studies
Identifiers—*Thinking Skills

This document contains plans for 31 lessons intended to develop thinking skills using library media center materials primarily in the areas of language arts and social studies. Designed for various grade levels in the K-12 range, each of the lessons contains the following components: (1) behavioral and thinking skills objectives; (2) desired disposition and/or attitudes regarding the lesson experience; (3) lesson plan core, including the immediate purpose of the lesson, student background knowledge, student activities, instructional materials, instructional techniques, lesson sequence, and metacognition; and (4) transfer, including descriptions of additional applications of the thinking skills and follow-up activities. The appendix includes a grade use chart for the lesson plans, a list of 10 software packages which promote thinking skills, descriptions of 7 software packages for critical thinking practice, and a 40-item annotated bibliography. (MES)

ED 287 453 IR 012 838
Missiuna, Cheryl And Others
Development and Evaluation of the "Thinking with LOGO" Curriculum.
Calgary Board of Education (Alberta).
Spons Agency—Alberta Dept. of Education, Edmonton.
Pub Date—Jan 87
Note—40p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Development, *Curriculum Development, Curriculum Evaluation, Elementary Education, Foreign Countries, Intermode Differences, Metacognition, *Problem Solving, *Programing, Transfer of Training
Identifiers—Alberta, *LOGO Programing Language, Thinking Skills

This report describes a curriculum for the transfer of problem solving skills from the LOGO computer programming environment to the real world. This curriculum is being developed in the Calgary, Alberta, Canada schools for children in grades 1-6. The completed curriculum will consist of six units, one to be taught at each grade level: (1) "Orientation in Space," which introduces first grade pupils to the use of systematic search strategies as a method of exploring their world; (2) "Organization," for grade 2, which emphasizes the organization of information in order to develop a plan; (3) "Comparison," which focuses on the skill of comparative behavior for third-grade students; (4) "Analytic Perception," for grade 4, is still in progress; (5) "Inductions," for grade 5, which teaches strategies for identifying patterns and discerning relationships among objects or events; and (6) "Deduction," is still in progress, for students in grade 6. An outline of a typical lesson is provided, including the introduction, independent student activity, discussion and summary, and a statement of metacognitive strategy and generalization. A pilot project undertaken to evaluate the effectiveness of the curriculum is also described. The subjects were a total of 231 third- and fifth-grade students, who were administered a pretest to measure cognitive abilities and assigned to one of three treatment groups: (1) the "Thinking with LOGO" curriculum; (2) the traditional LOGO curriculum; and (3) a control group. Comparison of pre- and posttest scores on the verbal subtests of the Canadian Cognitive Abilities Test showed mean improvements for both of the LOGO groups in the third grade and all three groups in the fifth grade, but significant differences in the magnitude of the improvements were not obtained. Limitations of the study are discussed, and recommendations for future research are offered. A 28-item reference list is provided. (MES)

ED 287 454 IR 012 839
Owen, David
Direct Manipulation and Procedural Reasoning.
California Univ., San Diego, La Jolla. Inst. for Cognitive Science.
Spons Agency—Office of Naval Research, Arlington, Va.
Report No.—ICS-R-8705
Pub Date—May 87
Contract—NR-667-541; ONR-N00014-85-C-0133
Note—30p.; Paper presented at the International Conference on Human-Computer Interaction (2nd, Honolulu, HI, August 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Abstract Reasoning, Comparative Analysis, Computer Software, *Data Analysis, Design Preferences, *Man Machine Systems
Identifiers—*Direct Manipulation, *Procedural Reasoning, Prototypes

Arguing that understanding what lies behind the apparent usability of direct manipulation style interfaces might not only help in building better interfaces, but can also draw attention to possible side effects, this paper uses examples from a prototype data manipulation system to pursue a characterization of direct manipulation interfaces as forestalling the need for procedural reasoning, a class of skills that people appear to have difficulty mastering. Two issues are raised: (1) whether direct manipulation is a design philosophy that will inhibit the development of procedural reasoning skills, and (2) the significance of procedural reasoning proficiency for users in the future. The design philosophy is then

examined in terms of the reasoning skill and the reasoning skill in terms of the design philosophy, with the intent of shedding some light on both. It is concluded that direct manipulation techniques could be useful in explicitly teaching procedural reasoning skills; that procedural reasoning is just one alternative perspective; and that some of the issues raised here might look different as more complex direct manipulation systems are developed, and their resolution will have to be based on empirical work. Thirteen references and 60 technical reports by members of the Institute for Cognitive Science are listed. (Author/MES)

ED 287 455 IR 012 840
Yeaman, Andrew R. J.
Educational Computing. Annual Report, 1984-1985.
Maine Univ., Presque Isle.
Pub Date—Jul 85
Note—113p.; For a statement on the impact of this program, see IR 012 841.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Agricultural Education, Annual Reports, College Programs, Computer Assisted Instruction, *Computer Science Education, Course Descriptions, *Curriculum Design, *Curriculum Development, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education
Identifiers—*University of Maine Presque Isle
Divided into three major sections, this report documents the introduction and first year of the educational computing program, introduced at the University of Maine at Presque Isle in 1985 and discontinued in 1986. The first section provides details on the program: its goals, the baccalaureate degree, and a proposed university certificate for teachers; the educational computing curricula; educational computing and the Division of Education, Health, Physical Education and Recreation (E/HPER); educational computing and the community; educational computing and the State of Maine; and educational computing facilities and resources. The second section contains commentary by the program coordinator on each of these topics. The appendices contain supporting documents: (1) the statement of mission; (2) a listing of the four-year curriculum for educational computing majors; (3) competencies and courses for the educational computing certificate for teachers; (4) course offerings; (5) course descriptions; (6) outline and revision of the initial introductory course; (7) electronic text display research proposal; (8) a brochure on the program; (9) various documents related to a non-credit offering on computer-assisted farming; (10) a 48-item bibliography; (11) a synopsis of an Association for Computing Machinery (ACM) report detailing a proposed curriculum for a program of study leading to computer science teacher certification at the precollege level; (12) materials and equipment needed for the program; and (13) miscellaneous memos and news releases. (MES)

ED 287 456 IR 012 841
Yeaman, Andrew R. J.
Educational Computing: Impact Statement: Proposed Elimination of the Educational Computing Program.
Maine Univ., Presque Isle.
Pub Date—86
Note—111p.; For the 1984-85 annual report on the program, see IR 012 840.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Programs, *Computer Science Education, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, *Program Termination
Identifiers—*University of Maine Presque Isle
The brief narrative report on the impact of the elimination of the educational computing program, which was implemented at the University of Maine at Presque Isle in the fall of 1985 and discontinued after the spring semester of 1986, considers the likely effects of this decision on the campus mission, students, faculty, the University of Maine as a whole, and on the university's facilities and budget. The history of the program from fall 1982 to spring 1986 is presented as a timeline, and various program statistics are also provided. The appendices, which make up the major part of the report, include: (1) the original program proposal; (2) a letter requesting that the proposal be considered; (3) comments on the proposal from the State Department of Education and Cultural Services; (4) an outline for an introductory course in educational computing; (5) outlines for both introductory and intermediate educational computing courses; (6) radio public service announcements used to announce the program; (7) a detailed proposal for a program for certification in educational computing; (8) correspondence with the State Department of Education and Cultural Services relating to teacher certification for graduates of the program; (9) correspondence relating to the termination of the program; and (10) outlines for an intermediate course and an advanced course. (MES)

ED 287 457 IR 012 842
Spence, Gary
The Educational Effects of Word Processors. County of Lacombe No. 14.
Lacombe County Schools (Alberta).
Spons Agency—Alberta Dept. of Education, Edmonton.
Pub Date—Dec 86
Note—125p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Achievement Gains, *Attitude Change, Attitude Measures, Computer Assisted Instruction, Foreign Countries, Inservice Teacher Education, Intermediate Grades, Junior High Schools, Keyboarding (Data Entry), *Language Arts, Language Skills, Standardized Tests, Statistical Analysis, *Student Attitudes, Teaching Methods, *Word Processing
Identifiers—Alberta
The main purpose of this 8-month study was to determine whether significant differences in student learning and attitudes occur as a result of the use of word processors, but curriculum changes, inservice teacher requirements, obstacles to incorporating word processing into language arts programs, effective teaching strategies, and effective school board policies were also examined. The subjects were students in two classes for each grade from 4 through 9, with one grade acting as a treatment group and the other as a control group. All subjects were pretested for vocabulary, reading comprehension, language skills, and written expression using the Canadian Tests of Basic Skills; their attitudes toward language arts were tested using the School Subject Attitude Scales. The treatment groups used word processors for written language arts assignments while the control groups were denied access to word processing. Analyses of the differences between pretest and posttest scores for the treatment groups showed some improvement in basic skills with the most significant results occurring in grade 6; student attitudes also showed improvement, with the most significant effect occurring in grade 8. Subjective measures strongly supported the incorporation of word processing in language arts. Results of the data analyses are presented in 47 tables and 16 references are listed. Descriptions of the software used and the focused interview questions are appended. (Author/MES)

ED 287 458 IR 012 843
Becker, Henry Jay
The Impact of Computer Use on Children's Learning: What Research Has Shown and What It Has Not.
Pub Date—23 Apr 87
Note—88p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Computer Assisted Instruction, Elementary Secondary Education, *Instructional Effectiveness, Literature Reviews, *Meta Analysis, Microcomputers, Models, National Surveys, *Research Design, *Research Needs, *Research Problems, Student Attitudes
This examination of the research on computer-based instruction for the major academic subjects in the elementary and secondary grades considers three varieties of empirical data–surveys of computer-using teachers, school district program evaluations, and experimental field studies. A discussion of the findings of two national surveys of computer-using educators conducted in 1983 and 1985 is followed by a review of research on the effectiveness of computer-assisted instruction. The methodologies used and the major conclusions reached by reviews and meta-analyses of research conducted since the mid-1960s are then discussed, followed by a review of more recent studies of the impact of computer-based approaches on children's learning. A best-evidence synthesis approach is used to provide an overview of the type of research being done and individual studies are discussed in two categories–those using randomized assignment of classes to treatment groups, and those using comparison groups but without randomized assignment. The implications of these studies for further research in this area are then considered, and a model for field experiments is proposed. The results of the 1985 national survey of computer-using educators are presented in 28 figures and tables, including a capsule summary. (MES)

ED 287 459 IR 012 844
Beal, Carole R. Griffin, Elizabeth A.
Learning To Use a Text Editor.
Pub Date—Apr 87
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Elementary Education, Grade 3, Grade 4, *Revision (Written Composition), Time Factors (Learning), *Word Processing, *Writing Skills
Identifiers—*Text Editors
Designed to determine how quickly elementary school children can learn to use a text editor and what editing concepts are difficult for them to master, this study presents preliminary data on children's acquisition of text editor skills and on the kinds of revisions they accomplished with the text editor. Observations were made on a total of 25 children in one grade 3 and one grade 4 classroom who were participating in an ongoing project on the development of writing skills. Students were individually instructed on the Apple MacWrite text editor in four 20-30 minute sessions approximately one week apart and wrote on topics assigned by teachers as part of their regular classroom work. Experimenters took detailed notes on what the child typed, what changes were made to the text, what commands were used, and any comments or questions. In addition, the first and fourth sessions were videotaped. It was found that: (1) all of the fourth graders and 80% of the third graders had learned the basic keyboard commands by the end of the first session; (2) children found the mouse more difficult to learn than the keyboard commands; (3) the number of works produced increased across sessions for both grades; and (4) children made very few revisions affecting the meaning of their work–most changes were to correct typing errors, and revision rates decreased across sessions. It is suggested that children may begin to make more substantive revisions when they have more experience with the text editor as a writing tool. (MES)

ED 287 460 IR 012 845
Hutchins, Edwin
Metaphors for Interface Design.
California Univ., San Diego, La Jolla. Inst. for Cognitive Science.
Spons Agency—Office of Naval Research, Arlington, Va.
Report No.—ICS-R-8703
Pub Date—Apr 87
Contract—N00014-85-C-0133; NR-667-541
Note—40p.; Paper presented at NATO-sponsored workshop on Multimodal Dialogues Including Voice (Venaco, Corsica, France, September 1986).
Pub Type— Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computers, *Interaction, *Language Processing, *Man Machine Systems, *Metaphors, Systems Development
This discussion of the utilization by computer designers and users of metaphors as organizing structures for dealing with the complexity of behavior of human/computer interfaces begins by identifying three types of metaphor that describe various aspects of human-computer interface design, i.e., activity, mode of interaction, and task domain. The primary focus of this paper is four metaphors for the mode of interaction: (1) conversation, in which the interface is an implied intermediary between the user and the world in which actions are taken; (2) declarations, which change the world they refer to by changing the agreement under which something

does or does not exist; (3) model world, in which expressions in the interface language appear as actions with causal force in the world of interest and the generation of expressions is constrained so that it is not possible to compose an expression that cannot be realized in the world of interest; and (4) collaborative manipulation, in which the conversation and model-world interfaces are combined. The discussion shows how mode of interaction metaphors are essential to the user's interpretation of the behavior of the interface; how interface designers encourage particular metaphorical interpretations of the interfaces they design; and how the choice of metaphor has important consequences for both the designers and the users of interfaces. Seventeen references are provided. (MES)

ED 287 461 IR 012 846
Morgan, James M.
School Computer Acquisition and Selected School Characteristics.
Pub Date—20 Apr 87
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Correlation, Elementary Secondary Education, *Facility Inventory, *Institutional Characteristics, *Microcomputers, *School Districts, School Surveys
Identifiers—*Cincinnati Public Schools OH
A survey was sent to the principals of all regular public schools in the Cincinnati school district in April 1986 to determine the distribution of instructional computers in the schools and to examine the relationship of computer distribution to other school characteristics. Responses to the questionnaire were broken down by elementary, middle/junior high, and senior high school levels, and analyzed for total numbers of microcomputers, distribution of models of microcomputers, average number of computers per school, and number of students per computer. Data on the following school characteristics were then statistically correlated with the total number of microcomputers and the student to computer ratio for each school: (1) school size, as measured by average daily membership; (2) percent of minority students; (3) percent of low income students; (4) percent of alternative students; (5) school attendance; (6) reading and mathematics achievement as measured by the California Achievement Tests; and (7) per pupil expenditure. For the district as a whole it was found that, although microcomputers were unequally distributed among the schools, the distribution was strongly related to only one of the specific school characteristics examined, i.e., school size. Six references are listed and a table showing the number of microcomputers for each school by computer model is appended. (MES)

ED 287 462 IR 012 847
Marshall, Joan H. Rettig, Julianne D.
Training for Development and Use of Generic Software Programs.
Indiana Univ. of Pennsylvania, Indiana.
Spons Agency—Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
Report No.—PDE-310
Pub Date—15 Jun 87
Note—40p.
Pub Type— Computer Programs (101) — Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, *Authoring Aids (Programing), *Computer Assisted Instruction, *Courseware, Inservice Teacher Education, *Media Adaptation, Microcomputers, Part Time Faculty, Program Evaluation, Staff Development, *Teacher Developed Materials
Identifiers—*PILOT Author Language
Five part-time adult basic education instructors were trained to develop tutorials for their students by using the SuperPILOT authoring language to insert their own questions, answers, and hints in already existing generic programs. The project involved 18 hours of training and ongoing supervision and review of products. A total of 66 tutorial programs, which are available for dissemination, were completed. It is noted that one outcome of the program has been greatly increased use of computer-assisted instruction in the classroom and that feedback from sites where these programs have been used is encouraging. Listings of the SuperPILOT tutorial programs for two lessons, a partial list of the tutorials that were developed, and evaluations of the training program are appended. Seven references are provided. (MES)

ED 287 463 IR 012 859
Packer, Jeannie L.
International Resources for the Evaluation of Micro-Computer Hardware and Software Used in Schools.
Pub Date—[87]
Note—76p.; Student project, School of Information Studies, Syracuse University.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, *Computer Assisted Instruction, *Courseware, *Developed Nations, *Developing Nations, Elementary Secondary Education, *Equipment Evaluation, Foreign Countries, Guidelines, Information Sources, *Microcomputers
Identifiers—*Software Evaluation, United States
Developed for use by students or professionals in education and information or library science seeking national or international resources on computer-assisted instruction, this resource guide is divided into five major sections. The first section includes a glossary of acronyms as well as background information on microcomputers and computer-based education and a sample entry of the format for items in the guide. The second section includes a discussion of the benefits of microcomputer use, an outline of an inservice education program designed to help teachers become computer literate, and an extensive annotated list of readings dealing with the need for computer use in educational settings and associated issues. The selection and evaluation of hardware and software are addressed respectively, in the third and fourth sections, which include brief explanations of microcomputer and software components, basic evaluation methods for hardware and software selection, and annotated lists of readings on these two topics with an emphasis on the international setting. The fifth section provides descriptions of the school environment in industrial, newly industrial, and developing countries, together with annotated resource lists for each of the countries discussed. The examples used include the United States as an industrialized country with additional information on England and Canada; Australia and Japan as newly industrialized countries; and India as a developing country with additional materials on other developing countries. Both an annotated list of eight references and a 34-item bibliography are also provided. (RP)

ED 287 464 IR 012 860
Konczak, Lee J. Doswett, Dennis L.
Media Effects in Behavior Modeling Training.
Pub Date—Aug 86
Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Rating Scales, Hypothesis Testing, *Intermode Differences, Interpersonal Relationship, Learning Theories, Media Research, Nonverbal Communication, *Recall (Psychology), *Supervisory Training, Undergraduate Students, *Videotape Recordings
Identifiers—*Administrator Behavior, *Printed Materials
This study examined the relative effectiveness of different media in presenting modeling stimuli to adult trainees in a supervisory skills training program and assessed their satisfaction with the training and their performance. Eighty undergraduate students were randomly assigned to one of four conditions–audio only, text only, audio plus text, or video plus audio–for training which focused on developing their skills in coaching an employee for improved performance. A videotape with or without the video image and a typewritten transcript of the videotape were used in different combinations to present the training, which consisted of an introductory discussion of coaching by a trainer, a modeling example in which a supervisor coached an employee using six key behaviors, and a group discussion in which the trainer and a group of trainees (actors) discussed and critiqued the model's use of the key behaviors. It was found that all four conditions were equally effective in terms of learning recall, although audio alone was found to be superior to video plus audio in terms of actual use of the newly acquired supervisory skill. Nonverbal behavior was not affected by the media, nor were there any significant differences in training satisfaction as a function of the media used. A 27-item reference list is provided. (RP)

ED 287 465 IR 012 861
Fortner, Monica B. Davis, Dennis M.
NovaNET User Manual for "Crouter" Instructors.
Illinois Univ., Urbana. Computer-Based Education Research Lab.
Pub Date—Jul 87
Note—143p.
Available from—PLATO Publications CERL, 257 ERL, University of Illinois, 1035 Mathews Avenue, Urbana, IL 61801 ($6.75 per copy plus $3.00 shipping and handling, stock #930).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, *Computer Managed Instruction, *Computer Networks, *Computer Software, Guidelines, Instructional Systems, *Media Adaptation
Identifiers—*NovaNET, *PLATO
Intended to teach instructors how to use the NovaNET computer system or the PLATO system to deliver instruction, this manual provides instructions for using both NovaNET, which supercedes PLATO, and the crouter software package, which is a general purpose tool for managing instruction on the NovaNET computer. This self-instructional manual is divided into three sections, each of which teaches a group of skills needed by NovaNET instructors: (1) General Instructor Options, which teaches the user how to sign on to the system, how to get help and information about NovaNET and the system staff, and how to use the network's advanced communications features; (2) Managing Instruction with Crouter, which teaches the normal, daily operation of crouter to manage instruction, i.e., how to set up a class roster, see the curriculum being delivered, and monitor student progress and performance; and (3) Creating a Crouter Curriculum, which explains how the instructor who wishes to adapt the standard curriculum to the needs of a specific class can select lessons from the large catalog of NovaNET lessons and build them into a tailor-made crouter curriculum. (RP)

ED 287 466 IR 012 862
Lamon, William E.
The Status of Microcomputers in Oregon Public Schools. A Statewide Survey.
Oregon Univ., Eugene. Coll. of Education.
Spons Agency—Oregon State Dept. of Education, Salem.
Pub Date—86
Note—74p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Literacy, Computer Managed Instruction, Educational Facilities, Elementary Secondary Education, Library Administration, Longitudinal Studies, *Microcomputers, Public Schools, School Surveys, State Surveys, Tables (Data)
Identifiers—Career Information Systems, *Oregon
This statewide survey (parelleling a 1983 study) was conducted by the Oregon Department of Education in 1985 to assess the status of microcomputer usage and instructional microcomputing in the public schools of the state. A total of 1,181 principals responded to the mailed questionnaire for a response rate of 96% as opposed to 90% in 1983. The information sought was similar to the 1983 survey in requesting data on: the number and types of computers used for instruction; how the microcomputers were being used for each of the most prevailing instructional functions; the number of computer literate teachers; and whether the individual school districts had computer literacy goals. Additional questions addressed: the location of computers in the schools; whether the school had designated a computer coordinator; the types of students receiving instruction in computer literacy; and the percentage of teachers using computers for instruction. Comparisons of the results of the two surveys show: (1) an increase of 132% in the number of computers used for instruction; (2) a significant increase in the number of computers per school; and (3) a shift in

the provision of computer literacy instruction from all students in 1983 to, in 1985, those students in grades 7-12 who were taking mathematics or science courses. A comparison of these survey results with the results of the latest national survey of instructional uses of school computers (edited by Henry Becker) concludes the brief narrative report. Tables displaying the data for the current survey are presented in two appendices which make up the major part of this report. (RP)

ED 287 467 IR 012 863
Baumlin, James S. Cone, Dennis
Teaching Teachers To Compute: A Revised Syllabus.
Pub Date—[85]
Note—9p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Authoring Aids (Programing), *Computer Literacy, Course Content, Courseware, Higher Education, Humanities, Instructional Design, *Preservice Teacher Education, *Programing Languages

Education courses in BASIC remain a foundation of teacher training for computer use. Such courses do little more than re-invent programming structures that are already available in such educational programming languages (EPLs) as PILOT and TEACH. While BASIC is the only general programming language that is both simple and powerful enough to enable beginning programmers like teachers to develop software in their own content area, it typically limits them to writing simple programs with multiple-choice format answers. An EPL can generate more powerful, more flexible software in less time without requiring knowledge of a more difficult lower-level programming language. Education courses emphasizing BASIC are obsolete, and educational computing classes should be restructured toward the more versatile EPLs. Teachers, particularly in the humanities, would be better served by mastering one of these languages. BASIC remains useful to know since so many programs have been written in the language, but it should be offered at a reading-knowledge-only level in computer literacy courses. (Author/RP)

ED 287 468 IR 012 864
Mims, R. Sue, Ed.
The Design, Production and Use of Computer Graphics: A Tutorial and Resource Guide. The Value of Graphics.
Association for Institutional Research.
Pub Date—87
Note—71p.
Available from—Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.
Pub Type— Guides - General (050) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Computer Graphics, *Computer Software, Design Requirements, *Graphs, *Microcomputers, *Production Techniques, Statistical Analysis, *Statistical Data

This guide to the discovery, analysis, production, communication, and use of statistical information through graphic forms produced by a computer is designed to enable researchers to conduct their analyses and report research results more effectively. It is designed both for individuals with little knowledge about the use of statistical graphs or with using a computer to create graphs, and for those who have reached a plateau in using such graphics. Topics covered in the first three major sections include: (1) Getting Started with Graphics (an approach for individuals, an overview, the anatomy of a graph, and characteristics of graphic quality and effectiveness); (2) Choice, Design, and Production of Statistical Graphics (process of graphic design and production and standards, principles, and guidelines for graphic design); and (3) Implementation and Use of Statistical Graphics (a strategy for extending the use of graphics in the office, and approaches for hardware and software selection). The fourth major section provides annotated bibliographies of books and periodicals ranging from the introductory and general levels through technical and system-specific publications, and briefly describes five graphics organizations, associations, and conferences. Nineteen references are listed. (RP)

ED 287 469 IR 012 866
Anderson, M. Elaine
A Guide to Curriculum Planning in Computer Education.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date—87
Note—122p.
Available from—Publications Sales Office, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Literacy, *Computer Science Education, Computer Software, *Curriculum Development, Educational Planning, Elementary Secondary Education, Keyboarding (Data Entry), Models, School Administration, State Curriculum Guides
Identifiers—Computer Equity

Designed to help Wisconsin educators use computers effectively in the instructional environment, this guide emphasizes planning at the district and building levels for the integration of computer literacy competencies into various disciplines in the K-12 curriculum and the teaching of computer science as an elective at the secondary level. The manual is divided into eight major sections: (1) Perspectives (background and premise of the guide); (2) Model for Using Computers in Education (computers in both instruction and administration); (3) District Plan (planning process, philosophy and rationale, curriculum integration, facilities/resources, and budget considerations); (4) Implementing the District Program (staff development and software/hardware selection, acquisition, and management); (5) Evaluating the District Program (overview and evaluation checklist); (6) Modifying the District Plan and Program (overview, planning for change, analyzing/interpreting program evaluations, setting priorities, implementing change, and evaluating impact); (7) Computer Science (overview, definition, goals, scope and sequence); and (8) Resources (overview, curriculum planning, inservice resources, software evaluation resources, computer-related journals, computer software and instructional television packages, audiovisual materials, computer science, keyboarding, and computer equity). Five appendixes provide a summary of equity issues, a discussion of factors to be considered in teaching keyboarding, a hardware evaluation worksheet, program modification worksheets, and school district standards from the Wisconsin Statutes that affect computers in education. (RP)

ED 287 470 IR 012 867
Van Poucke, J., Ed. Vansteenkiste, Marc, Ed.
The Impact of Technology on Society and Education: A Comparative Perspective. A Pre-Congress Reader.
Pub Date—Jul 85
Note—150p.; Publication prepared by the Dutch-speaking Society of Comparative Education as a contribution to the Congress of the Comparative Education Society in Europe (12th, Antwerp, Belguim, July 1-5, 1985). For the proceedings of this congress, see IR 012 868.
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adult Education, Computer Assisted Instruction, Developed Nations, *Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, *Information Technology, Inservice Teacher Education, Mathematics Instruction, Models, *Preservice Teacher Education, *Science and Society, Science Instruction, Second Language Instruction
Identifiers—*Belgium, *Netherlands

The five papers in this pre-conference reader were intended to stimulate discussion about the impact of technology on society and on education in general, and to provide some insights into the opinions of Dutch and Flemish researchers working in the field. In the first paper, "Information Technology in Education," Tjeerd Plomp addresses what learning about information technology should encompass in general compulsory education and in vocational education. The second paper, "Society and the Study of Science, Mathematics, and Technology," by Denis Kallen, discusses the complex issues involved in the development of educational policies in this area. In the third paper, "Information Technology and the Need for Schooling and In-Service Training for Teachers in Flanders," G. De Corte describes the knowledge of information technology needed by future teachers, the teaching of informatics in Flanders, the computer and teacher training in Flanders, and three types of inservice training. The fourth paper, "With the Computer as Alibi?" by J. Heene, examines changes in secondary education caused by the introduction of information technologies. In the final paper, "The Threading of a New Expertise: Teacher Training and Computer-Assisted Language Instruction (CALI)," W. Decoo provides a brief history of CALI, discusses obstacles to its introduction, and describes the elements of a CALI curriculum. Three of the five papers include reference lists. (RP)

ED 287 471 IR 012 868
Van daele, Henk, Ed. Vansteenkiste, Marc, Ed.
The Impact of Technology on Society and Education: A Comparative Perspective. Proceedings of the Congress of the Comparative Education Society in Europe (12th, Antwerp, Belgium, July 1-5, 1985).
Comparative Education Society in Europe, London (England).
Report No.—D/1986/3681
Pub Date—86
Note—479p.; For a reader prepared for this congress, see IR 012 867.
Language—English; French; German
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC20 Plus Postage.
Descriptors—*Computer Assisted Instruction, Curriculum, Developed Nations, Developing Nations, *Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, *Information Technology, Inservice Teacher Education, International Organizations, Science and Society, *Telecommunications, Vocational Education
Identifiers—Australia, Belgium, Hungary, India, Israel, Italy, Japan, Netherlands, Spain, Sweden, Switzerland, West Germany

This selection of the papers presented at a conference includes 6 introductory papers, 32 papers dealing with innovations and experiences in the authors' own countries, and reports from 6 working groups. These working groups addressed the six key topic areas of the conference: (1) relationships between new technologies and labor relations and their impact on the labor market, education, and schooling; (2) new technologies in the learning process; (3) technology's impact on relationships between general education and education for careers; (4) technological demands upon recurrent education, adult education, and non-formal education; (5) technological developments and their impact on education in the Third World; and (6) the impact of technological developments on both initial and inservice teacher education and training. The majority of the papers are in English, although six are in French and one is in German. (RP)

ED 287 472 IR 012 869
Information Management. Leadership Needed in Managing Federal Telecommunications. Report to the Chairman, Committee on Government Operations, House of Representatives.
General Accounting Office, Washington, D.C.
Report No.—GAO/IMTEC-87-9
Pub Date—May 87
Note—63p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies are free; additional copies, $2.00 each).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Agency Cooperation, Cooperative Planning, Costs, Evaluation Methods, *Federal Government, *Information Systems, *Operations Research, Public Agencies, *Telecommunications
Identifiers—*General Services Administration, *Office of Management and Budget

This evaluation of the leadership and decision making of the Office of Management and Budget (OMB) and the General Services Administration (GSA) in managing the federal government's telecommunications determined that both agencies need to engage in sufficient planning and analysis to determine which telecommunications systems should be centrally provided and managed, and where close coordination is required among individual agency systems. Currently no plan exists that: (1) characterizes which agency requirements should be met by centrally provided services and which should be met by the agencies themselves; (2) iden-

tifies needed government-wide technical standards; or (3) defines the responsibilities of the central managers and the individual agencies. It was also determined that some major decisions shaping GSA's planned procurements for local and long-distance services, which total over $5.5 billion, have been made without adequate analysis. Six recommendations are made and documentation of the methodology used to evaluate various telecommunication strategies is appended. (RP)

ED 287 473 IR 012 870
Bonar, Jeffrey And Others
An Object-Oriented Architecture for Intelligent Tutoring Systems. Technical Report No. LSP-3.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—Office of Naval Research, Arlington, Va.
Report No.—UPITT/LRDC/ONR/LSP-3
Pub Date—14 Aug 87
Contract—F41689-84-D-0002; N00014-83-6-0148; N00014-83-K0655
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Artificial Intelligence, Cognitive Processes, Computer Assisted Instruction, *Computer System Design, *Courseware, Diagrams, Higher Education, *Programed Tutoring
Identifiers—*Knowledge Representation, University of Pittsburgh PA
This technical report describes a generic architecture for building intelligent tutoring systems which is developed around objects that represent the knowledge elements to be taught by the tutor. Each of these knowledge elements, called "bites," inherits both a knowledge organization describing the kind of knowledge represented and tutoring components that provide the functionality to accomplish the standard tutoring tasks of diagnosis, student modeling, and task selection. The goal of the bite-size tutor is an interface that allows the curriculum of a system to be supplied by a domain expert who is not a programming expert. Three bite-sized intelligent tutors have been implemented at the Learning Research and Development Center at the University of Pittsburgh: (1) Bridge: An Intelligent Tutor for Programming; (2) Smithtown: A Discovery World for Economics; and (3) Eureka: A Tutor for Hydrostatics Problems. Descriptions of these three tutors conclude the report, and 11 references are listed. (RP)

ED 287 474 IR 012 871
Bond, Sally L.
Telecommunications-Based Distance Learning: A Guide for Local Educators. Research Report.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0007
Note—59p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Communications Satellites, Costs, *Distance Education, *Educational Television, Elementary Secondary Education, Guidelines, Program Descriptions, Program Implementation, *Teleconferencing, Telecourses, Videotape Recordings
Identifiers—*Instructional Television Fixed Service
Designed to aid local educators as they formulate plans to use distance learning as a strategy for providing effective educational experiences, this resource guide provides an introduction to telecommunication-based distance education technologies and guidelines for their implementation. The first of six sections discusses the rationale for distance learning and lessons learned from educators' experiences with telecommunications. The second section discusses instructional television, noting that it is a distance learning tool that is already largely available to schools. Sections three through five discuss satellite broadcasting of live or taped instruction, Instructional Television Fixed Service (ITFS) delivery of live or taped materials, and audio-teleconferencing. Section summaries highlight the advantages and disadvantages of the different technologies with respect to the issues of interaction, flexibility, and programs, and applications are illustrated by descriptions of sample programs in Alaska, Florida, Kentucky, Minnesota, New York, North Carolina, Oklahoma, South Carolina, Texas, Utah, and Wisconsin. The final section suggests a strategy for implementation of these technologies. Reference lists are provided at the end of each section. (RP)

ED 287 475 IR 012 872
Computer Literacy 10. Curriculum Guide=Informatique 10. Guide Pedagogique.
Alberta Dept. of Education, Edmonton.
Pub Date—84
Note—104p.; For the junior high school curriculum guide, see IR 012 873.
Language—English; French
Pub Type— Guides - Classroom - Teacher (052) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Computer Literacy, Computer Software, *Course Content, Curriculum Guides, Foreign Countries, Grade 10, High Schools, *Individual Differences, Microcomputers, Teaching Methods
Identifiers—*Alberta, Canada
This curriculum guide provides information in both English and French for teaching the course, Computer Literacy 10, in the high schools of the Canadian province of Alberta. A basic introductory course developed in response to the need to acquaint high school students with a general understanding of computers and their use, Computer Literacy 10 has been designed in conjunction with computer literacy programs introduced at both the elementary and junior high levels. This guide covers four major areas: (1) The Computer Literacy Program (rationale and philosophy, major goals, core-elective format, core topics, provisions for differences in student background, course implementation, hardware and software requirements, methodology, and learning resources); (2) Program of Studies (the core component); (3) Elective Component (notes concerning the elective and suggested elective topics); and (4) Classroom Instructional Notes (evaluation, provisions for the gifted and talented, and provisions for the learning disabled and the handicapped). The first appendix in the English version provides a table showing the correlation of resources to core topics and the second is an annotated listing of additional resources and support materials. Appendices to the French version include descriptions of three computer programs and an annotated listing of three reference sources in French. (RP)

ED 287 476 IR 012 873
Junior High Computer Literacy. Curriculum Guide=L'Informatique au Secondaire 7-8-9. Guide Pedagogique.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
Pub Date—Sep 84
Note—80p.; For the curriculum guide for Computer Literacy 10, see IR 012 872.
Language—English; French
Pub Type— Guides - Classroom - Teacher (052) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Computer Literacy, Computer Software, *Course Content, Curriculum Guides, Foreign Countries, Individual Differences, Junior High Schools, Microcomputers, *Teaching Methods
Identifiers—*Alberta, Canada
This curriculum guide provides information in both English and French for the teaching of computer literacy in junior high schools in the Canadian province of Alberta. A basic introductory course developed in response to the need to acquaint junior high school students with a general understanding of computers and their use, the program for grades 7, 8, and 9 has been developed in keeping with the elementary computer literacy program introduced in 1983 and the courses offered at the high school level (Computer Literacy 10 and Computer Processing 10-20-30). This guide covers four major areas: (1) The Computer Literacy Program (rationale and philosophy, major goals, core-elective format, program structure, core topics, provisions for differences in student backgrounds, course implementation, hardware and software components, methodology, and learning resources); (2) Program of Studies (junior high school computer literacy); (3) Elective Component (notes concerning the elective and suggested elective topics); and (4) Classroom Instructional Notes (evaluation, provisions for the gifted and talented, and provisions for the handicapped and learning disabled). Two sources of additional information on learning resources and support materials are appended to the English version of the guide, while appendices to the French version include descriptions of five software programs and four references in French. (RP)

ED 287 477 IR 012 875
Hechinger, Grace, Ed. Hechinger, Fred, Ed.
The Annenberg/CPB Project Report to Higher Education.
Corporation for Public Broadcasting, Washington, D.C.
Pub Date—[87]
Note—21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, *Higher Education, Information Networks, *Information Technology, Microcomputers, Physics, *Science Instruction, Simulation, *Telecommunications, *Telecourses, Videodisks
Identifiers—*Annenberg CPB Project, Brown University RI, California Institute of Technology, University of Nebraska Lincoln
The four projects described here, a selection of those funded by the Annenberg/CPB Project, focus on the use of telecommunication and information technologies as tools for teaching in higher education. All are written by people directly involved in the projects described. The introductory section, "Overview: Issues in Educational Telecommunications," written by the editors of this report, summarizes some of the issues that the telecommunication and information technologies pose for higher education. The projects described are: (1) a technology demonstration project conducted by Brown University's Institute for Research in Information and Scholarship that introduces networked workstations into two Brown courses; (2) six introductory-level college science lessons, developed by the University of Nebraska-Lincoln, that use a range of videographic combinations to provide technology-based alternatives to traditional laboratory activities; (3) a television-based, freshman physics course, developed by the California Institute of Technology, that combines a historical perspective with a grounding in calculus and animation to help students visualize abstract concepts; and (4) a study conducted by Research Communications, Ltd., that determined how college students actually used and assessed television-based courses and documented the rigorous intellectual demands they place on students. The final section, "Technology for Learning," provides an overview of applications of the technologies in higher education, connecting the work of the Annenberg/CPB Project to broad developments in the field. (EDS)

ED 287 478 IR 052 151
Library Programs. Library Career Training Program. Abstracts of Funded Projects, FY87.
Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—LP-87-401
Pub Date—May 87
Note—58p.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Abstracts, *Federal Aid, *Fellowships, *Grants, Higher Education, Institutes (Training Programs), *Library Education, *Library Schools, Library Statistics, *Program Descriptions
Identifiers—*Higher Education Act Title II
Prepared in response to requests from librarians and other members of the public for information about the types of projects that have been funded by the Higher Education Act Title II-B Program, a program which assists in training persons in librarianship through fellowships and institutes, this brochure provides information about projects funded in 1987 by Title II-B program grants. For FY 1987, 29 awards were made to support 60 fellowships (45 master's, 5 post-master's, and 10 doctoral), and 2 grants were issued to fund 2 institute awards for 40 participants. Abstracts for each funded project are listed first by state and then by the institution to which fellowships or grants were issued. The following information is provided for each project: (1) institution; (2) project director; (3) number and level of awards; (4) FY 1987 funding; (5) grant period; and (6) project objectives. The length of the institute is also indicated for the funded institute projects. A table summarizing fellowship funding history by state and institution for FY 1966 through FY 1987 is also provided. (KM)

ED 287 479 IR 052 156
Shubert, Joseph F., Ed. Josey, E. J., Ed.
College and University Libraries.
New York State Library, Albany.
Pub Date—86
Note—68p.
Journal Cit—The Bookmark; v45 n1 Fall 1986
Pub Type— Collected Works - Serials (022) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Libraries, Academic Rank (Professional), College Faculty, Developed Nations, Developing Nations, Higher Education, Librarians, *Library Automation, Library Education, Library Instruction, Library Planning, *Library Services, Participative Decision Making, Preservation, *Shared Library Resources
Identifiers—Africa, Erie Community College NY, *New York
Following an introductory discussion by E. J. Josey that provides a perspective on college and university libraries, the following essays are presented: (1) "Academic Library Planning–Definitions and Early Planning Studies in Academic Libraries" (Stanton F. Biddle); (2) "Academic Libraries and Academic Computing–Rationale for a Modern Marriage" (Barbra Buckner Higginbotham); (3) "Building Faculty/Library Relationships–Forging the Bond" (B. Anne Commerton); (4) "The More Things Change, the More They Remain the Same–or, the Impact of Automation on Service Patterns in the University Library" (Anne F. Roberts); (5) "Impact of New York's Collection Development Funds on Resource Sharing" (Joan Neumann); (6) "A Reappraisal of Bibliographic Instruction" (Christine Root and Susan Griswold Blandy); (7) "Basic Education for Today's Academic Library Professional" (Joseph A. LoSchiavo); (8) "Profile–The Library Resources Center of Erie Community College/North Campus" (Sylvia J. Moran); (9) "Faculty Status for Academic Librarians–The Dream and the Reality" (Catherine T. Brody); (10) "College Libraries and Resource Sharing–An Interlibrary Loan View" (Corinne Nyquist); (11) "The Impact of Preservation and Conservation Efforts in New York State" (Barbara von Wahlde); and (12) "Participatory Management and Its Relevance to Academic Libraries in Africa–With Specific Reference to English-Speaking Africa" (Joseph B. Ojiambo). (KM)

ED 287 480 IR 052 157
Mason, Ward S.
ERIC as a Dissemination Agent: A Social System Perspective.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 87
Note—22p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Clearinghouses, *Educational Improvement, *Educational Research, *Information Dissemination, *Information Needs, Information Utilization, *Planning, Systems Analysis, Technology Transfer, User Needs (Information)
Identifiers—*ERIC
This study examines the conceptual and theoretical issues arising from the planned redesign of ERIC (the Educational Resources Information Center) and its potential new roles in the dissemination system. A three-level definition of the ERIC system is provided; the goal of making ERIC a comprehensive dissemination program is refined to one of making it a comprehensive information service; and the relationship of ERIC to other parts of a comprehensive dissemination system is described. Additional considerations that are discussed include the dilemma of choosing between indirect and direct strategies of service provision, the question of generalization versus specialization, and the value of cooperative relationships with other programs, particularly regional laboratories and research centers. Finally, the role of information in educational improvement is presented from the three perspectives of technology transfer, renewal, and facilitation. It is concluded that it is essential that ERIC become more firmly grounded in a theory of knowledge use, and that studies of ERIC be used in making design decisions. The text is supplemented with two figures, and 27 references are provided. (KM)

ED 287 481 IR 052 158
Harmonization of Training in Librarianship, Information Science and Archives.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Report No.—PGI-87/WS/2
Pub Date—Mar 87
Note—16p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Developed Nations, Developing Nations, Foreign Countries, *Global Approach, Government Role, *Information Scientists, International Organizations, *Librarians, *Library Education, Library Schools, Professional Associations, *Training
Identifiers—*Archivists, *Harmonization, UNESCO
This pamphlet is designed to show why there are many advantages in a harmonized approach to the training of archivists, librarians, and specialists in information science and what these advantages are. Following introductory discussions of the concept of harmonization, a brief history traces Unesco's role in training information professionals in collaboration with non-governmental international organizations such as the International Council on Archives (ICA), the International Federation for Information and Documentation (FID), and the International Federation of Library Associations and Institutions (IFLA). In addition, the advantages of harmonization of training for government authorities, professional schools, and professional associations are discussed and summarized; and 10 areas are identified as appropriate for a harmonized approach to teaching: (1) the notion of information; (2) information policies; (3) systems analysis; (4) administration and management; (5) user studies; (6) documentary analysis; (7) exploitation of information sources; (8) conservation; (9) technology; and (10) research methods. It is concluded that professional associations, schools, and government authorities should work towards promoting a harmonized approach to training information professionals. (KM)

ED 287 482 IR 052 159
Barringer, Sallie H.
Libraries and Bilingualism in Belgium.
Pub Date—Apr 87
Note—13p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Biculturalism, Bilingualism, Cross Cultural Studies, *Culture Conflict, Financial Support, *Language Attitudes, Language Planning, *Libraries, Library Collections, Library Services, *Official Languages, Second Languages
Identifiers—*Belgium, Flemish, French Speaking, *Language Barriers, Separatism
Conjectural outcomes of the passage of a recently proposed constitutional amendment to make English the official language of Texas may be compared to the actual linguistic situation in Belgium. Following the revolt led by French-speaking Walloons in 1830, French was used for all national laws and decrees in Belgium as well as for secondary and university education. The Flemish sought to redress the linguistic imbalance, however, and a series of laws passed throughout the 1930s mandated that the nation would be of two tongues, although the people as a whole would not be bilingual. In 1962-63, the enactment of the Linguistic and Education Laws established permanent linguistic boundaries. Major libraries have had great difficulty coping with the resultant linguistic tension, both in terms of achieving international cooperation and obtaining government funding, which is allocated by region and cannot be combined for joint projects. An examination of the effects of the language dispute on the Catholic University of Louvain, the public library of Brussels, and the Royal Library of Belgium points out the problems presented by Belgian linguistic regulations. Belgium is living proof that language frontiers are not natural and that they bring more harm than protection where they are artificially erected. (KM)

ED 287 483 IR 052 160
1987 Library System Survey. Final Report.
Fact Finders, Albany, NY.
Spons Agency—New York State Library, Albany.
Pub Date—17 Mar 87
Note—80p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Library Administration, Library Cooperation, *Library Networks, Library Planning, Library Services, Library Statistics, Library Surveys, Needs Assessment, *Public Libraries, Regional Cooperation, *Research Libraries, *School Libraries, State Surveys, Statewide Planning, Tables (Data)
Identifiers—*New York
This report presents the findings of a survey of New York State Library System administrators and governors designed to provide an empirical benchmark of opinion within the New York State library system and to aid in discussion, evaluation, and planning at the library systems conference. Survey data were collected by means of telephone interviews with 152 library system administrators and governors during the week of March 2-9, 1987. Following a depiction of the characteristics of survey respondents in two tables, overall findings are presented for the areas of library system priorities, intersystem cooperation, problems of cooperation within library regions, solutions to intersystem problems, and expectations for future changes in library system services. Analyses by specific library region, type of system, and position of the respondent in the library system are included in 24 tables and six graphs. In addition, the following information is appended: (1) the disposition of responses; (2) the survey questionnaire; (3) other priorities for systems by region; (4) other problems for systems by region; (5) other solutions for intersystem problems by region; and (6) other change factors expected to affect library systems over the next five years. (KM)

ED 287 484 IR 052 161
Jung, Claudia Ruediger And Others
Pathfinders: An Intellectual Guide to Libraries.
Castleton State Coll., Vt.
Pub Date—Jun 87
Note—132p.
Pub Type— Collected Works - General (020) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Libraries, Art, Business, Government Publications, Higher Education, History, Laws, *Library Instruction, Literature, Mathematics, *Reference Materials, Sciences
Identifiers—*Castleton State College VT, *Library Pathfinders
Intended as an example for other college libraries, this collection of 38 pathfinders and bibliographies was developed by the reference staff of the Calvin Coolidge Library at Castleton State College, Vermont. Designed to present the types of literature available in particular subject fields and those works readily available in the Coolidge Library, typical pathfinders include a cover page explaining the use of the card catalog and periodicals, and sections on research guides and bibliographies; dictionaries, encyclopedias, and handbooks; and indexes and abstracts. Each entry provides the author, title, call number, and a brief description of the reference tool. The pathfinders are as follows: (1) American History; (2) Art and Architecture; (3) Biology; (4) Business; (5) Business and Industry; (6) Careers; (7) Census Materials; (8) Chemistry; (9) Classical Literature; (10) Computer Science; (11) Criminal Justice; (12) Drunk Driving and the Drinking Age; (13) Economics; (14) Education; (15) English and American Literature; (16) English Composition; (17) European History; (18) French and Spanish Language and Literature; (19) Geography; (20) Geology; (21) Government Documents; (22) Indexes; (23) Investing in U.S. Stocks; (24) Law; (25) Marketing; (26) Mathematics; (27) Medical Aspects of Drug Abuse; (28) Mass Communications; (29) Nuclear Weapons and Disarmament; (30) Nursing; (31) Physical Education; (32) Political Science; (33) Psychology; (34) Research Papers; (35) Social Work; (36) Sociology; (37) Theater; and (38) World Literature. A sample cover page is provided. (KM)

ED 287 485 IR 052 162
Buckingham, Betty Jo And Others
Plan for Progress in the Library/Learning Resource Center...Area School. Guidelines for Development of Library/Learning Resource Centers in Iowa's Area Schools.
Iowa State Dept. of Education, Des Moines.
Pub Date—87
Note—35p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Libraries, Budgeting, Guidelines, *Learning Resources Centers, Library Administration, Library Collection Devel-

opment, Library Equipment, Library Facilities, Library Personnel, *Library Planning, Library Services, *Library Standards, *Regional Schools, Two Year Colleges
Identifiers—*Iowa
Written in consultation with area school library/-learning resource center specialists and university library science program faculty members, this handbook has been developed to assist librarians, information specialists, and instructional technologists in planning for the development of library learning resource centers in Iowa's area schools and community colleges. Following a brief introduction, library/learning resource center services to students, faculty, and administrators are defined, and guidelines are provided for: (1) staff; (2) quarters and facilities; (3) materials collection; (4) budget; (5) equipment; and (6) furniture. Quantitative guidelines for each area are arranged in three phases to enable area schools to develop both short- and long-range goals for their library/learning resource center programs. General guidelines for audiovisual materials and equipment storage are also provided. In addition, a bibliography includes 127 sources of information on standards, facilities planning, administration, selection and acquisition, and instruction. Listings of Iowa State Board of Education members and Iowa State Department of Education and Division of Instructional Services administrators are also provided. (KM)

ED 287 486 IR 052 163
Matarazzo, James M. And Others
President's Task Force on the Value of the Information Professional. Preliminary Study. Final Report.
Special Libraries Association, Washington, DC.
Pub Date—10 Jun 87
Note—53p.; Report presented at the Annual Conference of the Special Libraries Association (78th, Anaheim, CA, June 10, 1987).
Pub Type— Collected Works - General (020) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cost Effectiveness, Information Dissemination, *Information Needs, Information Retrieval, *Information Scientists, *Information Services, *Special Libraries, User Needs (Information), Use Studies
Identifiers—*Business Librarians, *Value Added, Value Analysis
A brief introduction by Frank H. Spaulding, president of the Special Libraries Association, is followed by highlights of the findings of the appointed presidential task force on the value of the information professional and an executive summary of task force activities and reports. In addition, an introduction by Allen B. Veaner provides background information on the value of information and the information professional, including a definition of the problem, a summary of existing work, and a discussion of the task force approaches to the study. These approaches include: measuring time saved; determining actual monetary savings/gains; and providing qualitative, anecdotal evidence of value. The following reports by task force members are also included: (1) "Value of the Information Professional–Cost/Benefit Analysis" (Miriam A. Drake); (2) "The Corporate Librarian–Great Return on Investment" (Helen Manning); (3) "The Value of the Information Professional–The View from the Top" (James M. Matarazzo); (4) "A Case Study in Adding Intellectual Value–The Executive Information Service" (Ann W. Talcott); and (5) "The Impact Approach–Value as Measured by the Benefit of the Information Professional to the Parent Organization" (James B. Tchobanoff). (KM)

ED 287 487 IR 052 164
Almquist, Sharon G.
Sound Recordings and the Library. Occasional Papers Number 179.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
Pub Date—Aug 87
Note—41p.
Available from—Graduate School of Library and Information Science, Publications Office, University of Illinois at Urbana-Champaign, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($3.50 per copy; subscriptions are available).
Pub Type— Historical Materials (060) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Audiodisks, Audio Equipment, *Audiotape Recordings, Library Circulation, *Library Collection Development, *Library Collections, Library Facilities, Optical Disks, *Technological Advancement, Users (Information)
The basic concept that sound waves could be traced or recorded on a solid object was developed separately by Leon Scott, Charles Cros, and Thomas Alva Edison between 1857 and 1877 and, by 1890, the foundation of the present-day commercial record industry was established. Although cylinders were the first sound recordings to be sold commercially, discs were introduced in 1894 and ultimately became more popular. The library collection of sound recordings began with the founding of the Sadie Knowland Coe Music Collection at the Evanston Public Library in 1907 during the acoustic, or pre-electric era (1877-1925) when recordings were still made and reproduced by mechanical means. Following the introduction of electrical recordings, more libraries inaugurated record collections, albeit with some caution, and by the 1940s, the idea that collections of records belonged in libraries had won acceptance. The convenience of the long-playing (LP) record, introduced in 1948, appealed to the public and librarians alike; and stereo, introduced publicly 10 years later, provided the final great improvement for pre-1980s audio recordings. Most recently, direct-to-disc, digital, and compact disc (CD) recordings have resulted in clearer sound reproduction, as well as increased problems of selection, storage, and access for librarians. Ninety-six references are provided. (KM)

ED 287 488 IR 052 165
Richey, Debora
Tracing Federal Legislative and Administrative Law.
California State Univ., Fullerton.
Pub Date—Aug 87
Note—87p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Libraries, Annotated Bibliographies, Federal Courts, *Federal Legislation, *Federal Regulation, *Government Publications, Higher Education, Indexes, Laws, Reference Materials, *Resource Materials
Identifiers—*California State University Fullerton
This document is a guide to the basic sources in the California State University, Fullerton, library that may be utilized in tracing federal laws, regulations, and court decisions. The bibliographic citation, library call number and/or location, and description of contents and/or use are provided for each reference source. Several sample entries are also included. Reference sources are listed in the following sections: (1) Public Bills/Resolutions; (2) Indices to Public Bills and Resolutions; (3) Committees/Committee Hearings/Committee Prints; (4) Reports and Documents/Serial Set; (5) Proceedings and Debates; (6) Presidential Action; (7) Public Laws/Statutes/Codes; (8) Court Cases/Case Law; (9) Legal Citations; (10) Parallel Citations; (11) Administrative Rules and Regulations; (12) Constitution; (13) Law Dictionaries; (14) Periodical/Newspaper Indices; (15) Legal Encyclopedias; (16) Other Legal Resource Tools; (17) Directories; and (18) Legal Research Guides. Also included are a listing of commonly used abbreviations in federal law; schematic diagrams of how a bill becomes a law, the federal judicial system, and the government of the United States; sources for major legislative, presidential, and judicial activities by types of activity; and dates of sessions of the Congress. A title index is also provided. (KM)

ED 287 489 IR 052 166
Price, Douglas
Federal Information Policies: Views of a Concerned Community. A Summary of Proceedings of a Federal Library and Information Center Committee (FLICC) Annual Forum on Federal Information Policies (4th, Washington, DC, February 25, 1987).
Library of Congress, Washington, D.C.
Pub Date—87
Note—30p.; For a summary of the second forum, see ED 266 779.
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Access to Information, Communications, Depository Libraries, *Federal Government, *Government Publications, Information Services, Journalism, National Security, Scientific and Technical Information, *User Needs (Information)
Identifiers—*Information Policy, United States
This pamphlet summarizes the fourth annual Forum on Federal Information Policies, which was designed to give those in the academic, public, and private sectors an opportunity to articulate concerns regarding a trend in government information policy towards cutting back on the availability of federal data and publications and limiting such information to formats that are difficult to use. Following introductions by James P. Riley and William J. Welsh, Senator Albert Gore, Jr., presented the keynote address. The first panel session, Information Policies and Public Needs, with Joseph H. Howard presiding, included discussions of Government Printing Office (GPO) issues (Donald E. Fossedal); information policy questions (Donna Demac); depository library concerns (Glyn T. Evans); and a journalist's view (Lee Edwards). Topics presented at the second panel session, Information Policies and National Interests, with Jane Bortnick presiding, included security policies (John C. Wobensmith); communications issues (Elizabeth L. Young), impacts on the science community (J. Thomas Ratchford), and a secondary publisher's view (Herbert B. Landau). Highlights of each of these papers are included in the narrative. (KM)

ED 287 490 IR 052 167
Brittle Books. Reports of the Committee on Preservation and Access.
Council on Library Resources, Inc., Washington, D.C.
Pub Date—86
Note—32p.
Pub Type— Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Information, Books, Cataloging, *Financial Support, *Libraries, Library Cooperation, Library Planning, Microreproduction, *National Programs, *Preservation, *Program Development
Identifiers—*Book Preservation, *Deterioration (Books)
Reflecting 18 months of work by the Preservation and Access Committee established by the Council on Library Resources in June 1984, these reports identify the essential elements of a national brittle book preservation program and propose an organizational structure and funding plan. Following a brief introduction, the Report of the Committee on Preservation and Access summarizes the brittle book problem; offers some general observations on the fundamental issues and essential characteristics of an effective national program for book preservation; recommends the establishment of an organizational structure that will assist and support the libraries directly involved in the program; and discusses the development and promotion of a funding plan. Forum III–A Summary Report, which was developed as a result of a meeting convened to review the work of the Committee on Preservation and Access, includes general observations as well as recommendations for establishing a national program, implementing the program, and funding and incentives. A listing of Forum III participants is also provided. Appendices include the Committee on Preservation and Access Interim Report and an annotated listing of 13 committee background studies. A listing of members of the committee is also provided. (KM)

ED 287 491 IR 052 168
Asheim, Lester
Library School Preparation for Academic and Research Librarianship. A Report Prepared for the Council on Library Resources.
Spons Agency—Council on Library Resources, Inc., Washington, D.C.
Pub Date—Nov 83
Note—59p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Libraries, Curriculum, Curriculum Evaluation, *Education Work Relationship, Employment Qualifications, Higher Education, Librarians, *Library Education, *Library Schools, *Masters Programs, Professional Continuing Education, Relevance (Education), *Research Libraries
Designed to provide a generalized description of

the scope and content of the courses currently offered in a sampling of leading library schools, this report is based on information submitted by 9 of the 15 library schools that were identified as top schools in a survey of library educators and administrators. The analysis of the schools' submissions focused primarily on masters' programs, with special attention to the relationship between what is being taught and what academic and research librarians feel should be taught. Because the schools submitted information in a variety of forms and varying degrees of completeness, a strictly quantitative summary was not possible. Topics discussed include: (1) traditional scholarly subjects; (2) traditional academic skills, including communication skills, foreign language skills, mathematical skills, and use of courses outside the school; (3) training in other professions; (4) traditional bibliographic skills, including cataloging and classification, reference and information sources, management and administration, general introduction to library and information science, and other required areas; (5) specialization in academic and research librarianship, including responsiveness to current developments, the expressed needs of the field, and continuing education; and (6) creativity and the ability to solve problems. (KM)

ED 287 492 IR 052 169
Echelman, Shirley, Ed.
The Role of Library Associations as Effective Pressure Groups for Political Action. IFLA Professional Reports 14.
International Federation of Library Associations, The Hague (Netherlands).
Report No.—ISBN-90-70916-17-7
Pub Date—87
Note—30p.; Papers originally presented at the Conference of the International Federation of Library Associations (Chicago, IL, 1985) and at the IFLA Round Table for the Management of Library Associations (The Hague, Netherlands, 1987).
Pub Type— Collected Works - Proceedings (021) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administration, Foreign Countries, Institutional Advancement, International Organizations, Legislators, *Libraries, *Library Associations, Lobbying, *Policy Formation, *Political Influences, *Public Policy
Identifiers—Information Policy, Jamaica, *Library Development, Poland, Scandinavia, United States, Yugoslavia
This document includes five reports originally presented at two meetings of the International Federation of Library Associations (IFLA) held respecively in 1985 and 1987. In "Public Policy on LIbraries," Hector Wynter, a member of the Jamaican Parliament, describes the role of the legislator in the development of libraries in Jamaica. "The Role of the Polish Librarians Association in the Creation of Library and Information Policy in Poland," by Stefan Kubow, president of the Association, provides a historical summary of its role in influencing the formation and implementation of government policy concerning libraries and information in Poland. "Political Persuasion by Library Associations for the National Development of Libraries–The View of the Scandinavian Library Association" (Margareta Torngren, Swedish Library Association) focuses on the efforts of library associations in Denmark and Sweden to promote the development of public libraries; and "The Role and Importance of a Small Nation's Librarians Association within the Multinational State" (Martina Sircelj, Slovak Library Association) describes the development of Slovene libraries and current challenges faced by Yugoslav library associations. Finally, in "Persuading Politicians to Support U.S. Libraries," Eileen Cooke of the American Library Association (ALA) describes the ALA's efforts to win Congressional support for library programs. References to 14 IFLA Professional Reports are provided. (KM)

ED 287 493 IR 052 170
Lowry, Anita, Comp. Stuveras, Junko, Comp.
Scholarship in the Electronic Age. A Selected Bibliography on Research and Communication in the Humanities and Social Sciences.
Council on Library Resources, Inc., Washington, D.C.
Pub Date—Feb 87
Note—61p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, *Communication (Thought Transfer), *Computers, Databases, Electronic Publishing, *Humanities, Information Retrieval, Information Technology, *Research Methodology, *Social Sciences, *Technological Advancement, Telecommunications
Designed to facilitate the understanding of the way scholars work in the context of new organizational and technical capabilities, this annotated bibliography includes 167 sources related to topics such as research methods and communication practices in the disciplines of the humanities and social sciences; computer applications in social sciences and humanities research; communication technologies; bibliographic information retrieval systems; and computers and society. The bibliographic citation and a brief description of the contents are included for each source. Following a prefatory discussion of the purpose and contents of the bibliography, sources are listed under the following headings: (1) Computers and Society; (2) Characteristics of Scholarly Research and Communication–General, Humanities, and Social Sciences; and (3) New Technologies in Scholarly Research and Communication–General, Bibliographic Information Retrieval, Data Organization and Analysis, and Electronic Publishing and Telecommunications. Author and title indices are also provided. (KM)

ED 287 494 IR 052 171
Clear Purpose...Complete Commitment. Long-Range Library Program for All Louisianians, 1987-1991.
Louisiana State Library, Baton Rouge.
Pub Date—87
Note—80p.; For the 1985 and 1986 reports, see ED 269 030 and ED 283 520.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Information Needs, *Information Services, Libraries, Library Cooperation, Library Networks, Library Planning, *Library Services, *Long Range Planning, *Public Libraries, Shared Library Resources, *Statewide Planning
Identifiers—Library Services and Construction Act, *Louisiana
This long-range program results from the combined efforts of the State Library staff, the Library Services and Construction Act (LSCA) Administrative Librarian, Louisiana librarians, the Library Development Committee of Louisiana, and a number of other formal and informal planning groups within the state. The program includes: (1) an assessment of the general population and environments of Louisiana with corresponding library service needs; (2) an assessment of the status and library needs of special populations identified in LSCA legislation, including the disadvantaged, institutionalized, blind and physically handicapped, and persons with limited English speaking ability; (3) an assessment of major library programs throughout the state, including criteria of adequacy, status, and needs; and (4) a plan of action with measurable objectives to meet identified needs over the next five years. This publication identifies specific inadequacies in public library services, resources, facilities and personnel; it identifies the people who are to be served; and it reveals geographical, sociological, economic, and educational barriers to the expanded use of libraries. Finally, it presents specific goals and objectives as part of an overall plan to overcome both inadequacies and barriers. (KM)

ED 287 495 IR 052 172
White-Carter, Anita, Comp.
Introduction to Library Research.
North Carolina Univ., Asheville. Ramsey Library.
Pub Date—Aug 86
Note—121p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Libraries, *Access to Information, Classification, Evaluation Criteria, Higher Education, Library Catalogs, Library Guides, *Library Instruction, *Library Materials, Library Services, *Reference Materials, Research Skills
Identifiers—*University of North Carolina Asheville
Prepared by the reference faculty of the Ramsey Library at the University of North Carolina at Asheville, this guide is the primary text for Bibliography 101, a one-hour course designed to help undergraduate students acquire basic understandings of the range of information resources available, how information is organized, and how it can be retrieved. Following a brief introduction to the course, the guide is divided into the following sections: (1) Ramsey Library, including library hours, circulation policies, library services, and library collections; (2) Library Research; (3) The Library and Its Classification System, including classification, library catalogs, and subject access to books; (4) Types of Library Material, including the reference collection, periodicals, indexes to parts of books, and government documents; and (5) Evaluating Sources. The library's online search guide and examples of catalog cards and microfiche are reproduced; and sample entries are provided as illustrations of the contents and use of several reference sources. In addition, brief exercises are inserted throughout the guide. An illustration of bibliographic forms and a sample bibliography, are appended, as well as a bibliography of 55 style manuals. A glossary of 33 useful terms is also provided. (KM)

ED 287 496 IR 052 173
Sprules, Marcia L.
Interlibrary Loan Time Study at I. D. Weeks Library, University of South Dakota.
Pub Date—[86]
Note—32p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Libraries, Electronic Mail, Higher Education, *Interlibrary Loans, Library Personnel, *Program Effectiveness, *User Needs (Information), *User Satisfaction (Information)
Identifiers—Time Studies, *Turnaround Time, *University of South Dakota
This report describes a study designed to improve the interlibrary loan service offered by the I. D. Weeks Library at the University of South Dakota (USD); the study which examined both the actual time elapsed in filling interlibrary loan requests and the causes for delays. An introduction to the problem is provided; the library staffing and interlibrary loan process are described; and related literature is reviewed. In addition, a brief discussion of the study methodology describes the tracking of a total of 253 interlibrary loan request forms submitted to the Interlibrary Loan office during April 1986. Study results indicate that 28% of the requests were completed in one week (7 days), 61% were completed in two weeks (14 days), and 76% were completed in four weeks (28 days). Factors beyond the control of the library staff caused a delay in the completion of 19 of the 39 requests not completed after 28 days. It is recommended that borrowing materials for local USD patrons be made a clear priority for interlibrary loan, that regular follow-up procedures be instituted, and that an additional half-time staff position be added. Study results are presented in ten tables and interlibrary loan request and time study forms are included. A 20-item bibliography is also provided. (KM)

ED 287 497 IR 052 174
Clark, Sharon E.
Managing Copy Cataloging in ARL Libraries. SPEC Kit 136.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date—Aug 87
Note—147p.
Available from—SPEC, Office of Management Studies, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00).
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Libraries, Administrative Organization, *Cataloging, Higher Education, Library Administration, Library Personnel, Library Standards, Library Surveys, Library Technical Processes, *Online Catalogs, Quality Control, Questionnaires, *Research Libraries, Training
Identifiers—*Association of Research Libraries, *Copy Cataloging, Work Flow
This Systems and Procedures Evaluation Center (SPEC) kit is based on information and documents submitted by 15 Association of Research Library (ARL) member libraries in response to an August 1986 questionnaire mailed to 19 ARL libraries selected on the basis of their size, level of automation, and organizational structure of copy cataloging. A

concise summary considers copy cataloging organization; workflow, priorities, and performance standards; staff training; and trends and needs. In addition, tabulated survey results are provided, and documents such as workflow charts, error report forms, organization charts, procedure outlines, backlog studies, proposals, quality control reports, and training programs are included for the following libraries: (1) Ohio State University; (2) Pennsylvania State University; (3) Stanford University; (4) the State University of New York at Albany; (5) the State University of New York at Buffalo; (6) the University of Arizona; (7) the University of California, Irvine; (8) the University of Illinois; (9) the University of Missouri; (10) the University of New Mexico; (11) the University of North Carolina, Chapel Hill; (12) the University of Pennsylvania; and (13) the University of Wisconsin. A five-item bibliography and SPEC kit order and evaluation forms are also included. (KM)

ED 287 498 IR 052 175
Mitchell, Eugene S.
Planning for the Collection Move.
Pub Date—87
Note—11p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Guidelines, Legal Responsibility, Library Administration, *Library Collections, *Library Planning, *Relocation, *Specifications
Identifiers—*Movers

When professional movers are hired to move a library collection, drawing up written specifications becomes the most important part of the planning process. Specifications explain exactly what needs to be done, form the basis for a legal contract, and provide the basis for determining the cost of the job. Precision is an important component of writing specifications, and existing specifications may serve as helpful examples. Additional considerations include: (1) beginning the specifications with a brief and general statement of the scope and purpose of the move; (2) scheduling a mandatory conference and site inspection for all interested movers; (3) determining the type of shelf transfer to be used; (4) asking the mover to submit a proposed logistical plan; (5) understanding the mover's tagging system; (6) meeting with the mover's supervisory personnel; (7) using floor plans; (8) specifying the amount and type of experience the moving personnel should have; (9) specifying the type of equipment to be used; (10) specifying a moving schedule; (11) ensuring that the mover assumes responsibility for protecting the property being moved and the premises in which the move is taking place; (12) making security arrangements; (13) ensuring that the mover will provide adequate cleaning services; and (14) determining any legal considerations. (KM)

ED 287 499 IR 052 176
Information Management: Status of Formerly Approved Paperwork Requests. Report to the Honorable Lawton Chiles, U.S. Senate.
General Accounting Office, Washington, D.C.
Report No.—GAO/IMTEC-87-22
Pub Date—Jun 87
Note—27p.
Available from—U.S. General Accounting Office, Post Office Box 6015, Gaithersberg, MD 20877 (first five copies are free; additional copies are $2.00 each).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Compliance (Legal), Data Collection, *Federal Government, Federal Regulation, Information Needs, Information Utilization, *Public Agencies, Research Methodology, Sampling, Time Management
Identifiers—*Information Management, Office of Management and Budget, *Paperwork Reduction

Written in response to a request by the U.S. General Accounting Office (GAO) for information on the extent to which federal agencies are not complying with the clearance provisions of the Paperwork Reduction Act of 1980, this brief narrative report presents the results of an Information Management and Technology Division survey of 90 out of 2,551 information collection requests that had expired between January 1, 1982 and December 31, 1985. The study revealed that, of the 90 information collection requests, 38 were no longer needed, 43 were reapproved under new numbers, and nine were being used by the agencies after their expiration dates, without Office of Management and Budget (OMB) approval. The following additional information is appended: (1) background information; (2) objectives, scope, and methodology of the study; (3) status of expired information collection requests; (4) sampling methodology, data collection, quality control, and projected results; (5) percentage of burden hours, number of requests, and number of burden hours; (6) number of sample information collection requests in each stratum; (7) results of sample by stratum and category; (8) number of projected information collection requests in each category; (9) number of projected burden hours in each category; and (10) agencies visited and surveyed. (KM)

ED 287 500 IR 052 177
Annual Program, 1987. Texas State Library.
Texas State Library, Austin.
Pub Date—87
Note—378p.; For 1988 information, see IR 052 178.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Annual Reports, Disabilities, Disadvantaged, Grants, Institutionalized Persons, Library Administration, Library Facilities, *Library Networks, Library Planning, *Library Services, Library Statistics, Limited English Speaking, Literacy Education, *Program Costs, *Program Descriptions, Public Libraries, Regional Libraries, Shared Library Resources, *State Programs
Identifiers—*Library Services and Construction Act, *Texas State Library

This report provides information related to the Texas State Library's fiscal year 1987 Library Services and Construction Act (LSCA) Public Law 84-597, as amended state-administered program. Information is included on: (1) Standard Form 424 for federal assistance; (2) fiscal breakdowns of estimated expenditures; (3) specific requirements for maintenance of effort (MOE), and maintenance of support, administration, and construction for major urban resource libraries (MURLs); (4) certification of the annual program; and (5) a source of funds summary by LSCA priority. In addition, annual program reports and program narratives are provided for the following Title I projects: (1) Project 1: Areas without Services; (2) Project 2: Areas with Inadequate Services; (3) Project 3: Services to Disadvantaged; (4) Project 4: Service to Physically Handicapped; (5) Project 5: Service to Institutionalized; (6) Project 7: Major Urban Resource Libraries; (7) Project 9: Services to Limited English-Speaking; (8) Project 11: Literacy Programs; and (9) Project 13: Administration. Information is also provided for Title II, Project 1: Public Library Construction; and for Title III, Project 1: Planning of Cooperative Library Networks and Project 3: Establishing, Expanding, and Operating Library Networks. Nine appendices include grant application guidelines for various LSCA programs. (KM)

ED 287 501 IR 052 178
Annual Program, 1988. Texas State Library.
Texas State Library, Austin.
Pub Date—88
Note—309p.; For 1987 information, see IR 052 177.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Annual Reports, Disabilities, Disadvantaged, Grants, Institutionalized Persons, Library Administration, Library Facilities, *Library Networks, Library Planning, Library Statistics, Limited English Speaking, Literacy Education, Older Adults, *Program Costs, *Program Descriptions, Public Libraries, Regional Libraries, Shared Library Resources, *State Programs
Identifiers—*Library Services and Construction Act, *Texas State Library

This report provides information related to the Texas State Library's fiscal year 1988 Library Services and Construction Act (LSCA) 20 U.S.C. 351 et seq. state-administered program. Information is included on: (1) Standard Form 424 for federal assistance; (2) fiscal breakdowns of estimated expenditures; (3) specific requirements for maintenance of effort (MOE), and maintenance of support, administration, and construction for major urban resource libraries (MURLs); (4) certification of the annual program; and (5) a source of funds summary by LSCA priority. In addition, annual program reports and program narratives are provided for the following Title I projects: (1) Project 1: Areas without Services; (2) Project 2: Areas with Inadequate Services; (3) Project 3: Services to Disadvantaged; (4) Project 4: Service to Physically Handicapped; (5) Project 5: State Institutional Library Services; (6) Project 7: Major Urban Resource Libraries; (7) Project 9: Services to Limited English-Speaking; (8) Project 10: Services to the Elderly; (9) Project 12: Literacy Programs; and (10) Project 13: Administration. Information is also provided for Title II, Project 1: Public Library Construction; and for Title III, Project 1: Planning of Cooperative Library Networks and Project 2: Establishing, Expanding, and Operating Library Networks. Eight appendices include grant application guidelines for various LSCA programs. (KM)

ED 287 502 IR 052 179
Gidseg, Mitchell, Ed.
Directory of Special Libraries and Information Centers in Texas, 1985.
Special Libraries Association, Austin, TX, Texas Chapter.; Texas State Library, Austin. Dept. of Library Development.
Pub Date—87
Note—155p.; For the 1979 directory, see ED 194 118.
Pub Type— Reference Materials - Directories/Catalogs (132) — Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Budgets, *Consultants, Databases, *Information Centers, *Information Scientists, Library Automation, Library Collections, Library Expenditures, Library Networks, Library Personnel, Library Services, Library Surveys, Questionnaires, *Special Libraries
Identifiers—*Texas

Based on 403 responses to a survey of the 980 libraries on the Texas State Library Mailing List, this directory is designed to describe the variety and depth of special information resources in Texas and to provide a tool for identifying special information not readily obtainable through other means. A listing of special libraries includes industry and company libraries; governmental libraries; libraries supported by non-profit organizations, associations, and institutions; special collections in public library systems; and subject divisions, departmental collections, and professional libraries in colleges and universities. Libraries are listed alphabetically by municipality or alphabetically under the name of the military base on which they are located. In addition to the library's name, address and telephone number, entries provide information on library holdings, interlibrary loan practices, photocopy services, access, availability of databases, automation, expenditures, budget, network and consortia affiliations, and employees. A second section includes consultants and information brokers, who are listed alphabetically by municipality; this listing provides the name, address, telephone number, and a brief summary of services for each entry. Indices by subject, head librarian, and institution are also provided; and the survey instrument and cover letter are appended. (KM)

ED 287 503 IR 052 180
Bridge, Frank Walton, Robert
Fundamentals of Library Automation and Technology. Participant Workbook.
Texas State Library, Austin. Dept. of Library Development.
Pub Date—Apr 87
Note—143p.
Pub Type— Guides - Classroom - Learner (051) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Budgeting, Computer Software, Contracts, Costs, Data Processing, Evaluation Criteria, *Information Technology, Input Output Devices, *Library Automation, Library Cooperation, *Library Planning, *Online Catalogs, Records (Forms), Workbooks
Identifiers—Vendors

This workbook presents outlines of topics to be covered during a two-day workshop on the fundamentals for library automation. Topics for the first day include: (1) Introduction; (2) Computer Technology–A Historical Overview; (3) Evolution of Library Automation; (4) Computer Hardware Technology–An Introduction; (5) Computer Software Technology–An Introduction; (6) Data Processing Organization and Management; (7) Library Automation Standards and Protocols; (8) Types of Library Automation; (9) Evolution of the Integrated Library System; (10) Library Automation Project Planning–An Introduction; (11) Library Automation Budgeting–An Introduction; and (12) Data Conversion–An Introduction. Topics for the second

day include: (1) The Library Automation Marketplace; (2) Planning for Individual and Cooperative Library Automation Projects; (3) Vendor Proposal Evaluation Worksheets; (4) Documenting the Costs of Automated Systems; (5) Automation Project Budget Worksheets; (6) Example Contract Language (Purchase/Maintenance); (7) Tests–Evaluating the OPAC (Online Public Access Catalog); (8) Example System Performance Examinations; (9) Remedies–What to Do When the OPAC Fails the Test; (10) OPAC Research–What We Have Learned; and (11) Determining the Number of OPAC Terminals. The text is supplemented with several illustrations and graphs, and sample forms are provided. (KM)

ED 287 504 IR 052 181
The Long Range Plan for Statewide Library Development in Texas 1988-1990.
Texas State Library, Austin. Dept. of Library Development.
Pub Date—[86]
Note—246p.; For the 1986-1988 report, see ED 261 708.
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Cooperative Planning, Guidelines, *Library Administration, *Library Cooperation, Library Networks, *Library Services, *Long Range Planning, Master Plans, *Shared Library Resources, State Libraries, State Programs, *Statewide Planning, Worksheets
Identifiers—Library Services and Construction Act, *Texas
This long-range plan was prepared to satisfy the requirements of the Library Services and Construction Act (LSCA) Public Law 98-480 and to guide the Texas State Library and Archives Commission in the fulfillment of its statutory mission. The plan provides a framework for the establishment or expansion of programs to carry out the purposes mandated by the state and federal governments. The first four chapters provide an overview of the Statewide Library Development Program of the Texas State Library, including an assessment of the current situation of libraries in Texas and the goals and objectives for improving library services in Texas in coming years. More detailed information on the library development program is provided in the appendices, which include: Resource Sharing Plan (for fiscal years 1988-1990); Evaluation and Criteria (for projects included in the annual program); Dissemination of LSCA Information; Coordination of LSCA Programs with Institutions of Higher Education and Public Schools; and policies and procedures for the allocation of Title I, Title II, and Title III funds. (KM)

ED 287 505 IR 052 182
Texas Public Library Statistics for 1986.
Texas State Library, Austin. Dept. of Library Development.
Pub Date—87
Note—253p.; For the 1985 statistical report, see ED 282 571.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Depository Libraries, Financial Support, *Library Collections, *Library Expenditures, Library Networks, *Library Personnel, *Library Services, *Library Statistics, *Public Libraries, Salaries, Tables (Data)
Identifiers—*Texas
Information presented in this report is taken from the 1986 Annual Report/System Membership Applications submitted by public libraries in Texas. The report is divided into five sections which contain: (1) general information, including listings of the Texas State Library governing or advisory committees; the Texas State Library Administrative Directory; a map depicting the Texas library systems; and listings of the directors of major resource centers and regional system coordinators, interlibrary loan centers in the Texas Library System, regional historical resource depositories, and official state depository libraries for Texas state documents; (2) a directory of Texas public libraries and branches; (3) library statistics, grouped by library; (4) library statistics summarized by member libraries, nonmember libraries, and total libraries for the state and for each library system; and (5) selected statistics organized by county. The statistics reflect each library's last local fiscal year or each library's status at the end of that year, except in the case of staffing and schedule information, which is as current as possible. An index lists the names of head librarians and branch librarians and the names of libraries and branches that do not begin with the name of the city in which they are located. (KM)

ED 287 506 IR 052 183
Hardick, Mary
A Guide to Locating Technical Reports in U.S. Government Publications Collections. Metrodocs Monograph One. First Edition.
Pub Date—87
Note—26p.
Pub Type— Guides - General (050) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Information, Cataloging, Databases, *Depository Libraries, *Government Publications, *Indexes, *Scientific and Technical Information, *Search Strategies
Identifiers—*Oklahoma
This guide is designed to provide aid and support to library staff in finding government scientific and technical reports. Following an introduction to bibliographic sources for the technical report literature, the guide outlines a general search strategy for the retrieval of technical reports and presents an overview of the following five major indices to technical report literature: (1) Government Reports Announcements and Index (GRAI); (2) EPA (Environmental Protection Agency) Publications Bibliography; (3) Energy Research Abstracts (ERA); (4) Scientific and Technical Aerospace Reports (STAR); and (5) the Monthly catalog (MC) of U.S. Government Publications. Databases available for technical report literature searching, duplication among major technical reports indices, and problems inherent in the bibliographic control of technical report literature are also discussed. Six appendices provide additional information on locating government technical documents, sample entries from the major indices, and listings of selected NASA (National Aeronautics and Space Administration) and EPA reports available to depository libraries. (KM)

ED 287 507 IR 052 184
Brunning, Dennis R.
Mass Communication Thesauri and Controlled Vocabularies: An Evaluation.
Pub Date—2 Aug 87
Note—15p.; Paper presented at the Annual Conference of the Association for Education in Journalism and Mass Communication (75th, San Antonio, TX, August 1-5, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Design Requirements, *Evaluation Criteria, Indexing, Journalism, *Mass Media, Professional Associations, Relevance (Information Retrieval), Subject Index Terms, *Thesauri, User Needs (Information), *Vocabulary
Identifiers—*Association for Ed in Journalism and Mass Commun
Intended as a basis for determining how the Association for Education in Journalism and Mass Communication (AEJMC) should proceed to meet its controlled vocabulary needs, this paper analyzes and evaluates the major published controlled vocabularies and thesauri used for the retrieval of mass communication literature. Following brief definitions of controlled vocabulary and thesauri, the requirements of a good controlled vocabulary are identified, as: (1) being adequate and relevant; (2) being sufficiently specific to allow a majority of searches to be conducted at an acceptable level of precision; (3) being sufficiently precoordinate to avoid false coordination and incorrect term relationships; (4) being consistent in indexing and searching through control of synonyms, near synonyms, and quasi-synonyms; (5) having reduced terminological ambiguity; and (6) helping in the selection of appropriate terms through some form of hierarchical and cross-reference structure. These six criteria are then applied to the Library of Congress Subject Headings, Communication Abstracts, Journalism Abstracts, Thesaurus: Mass Communication, and the Thesaurus of ERIC (Educational Resources Information Center) Descriptors. On the basis of this evaluation, it is concluded that AEJMC requires, at the most, its own indexing/abstracting services or, at the least, a revision of current practices, coupled with the design of a thesaurus adequate to its requirements. (Author/KM)

ED 287 508 IR 052 185
Oversight Hearing on the Problem of "Brittle Books" in Our Nation's Libraries. Hearing before the Subcommittee on Postsecondary Education of the Committee of Education and Labor. House of Representatives, One Hundredth Congress, First Session (March 3, 1987).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—87
Note—148p.; Serial No. 100-1. Several pages (reprints of articles on the DEZ process) contain small print.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Access to Information, *Books, *Cooperation, *Financial Support, *Government Role, Hearings, *Library Collections, National Programs, Position Papers, *Preservation, Research Libraries, State Programs
Identifiers—Book Preservation, Congress 100th, Deterioration (Books), Library of Congress, Paper Deacidification
Held to solicit the opinions of experts regarding the preservation of the brittle books in the nation's libraries, this hearing was intended to determine the appropriate federal, state, and private sector roles; learn the magnitude of costs and who should bear them; and explore what procedures are necessary to insure that selection decisions are made equitably and that the public can fully participate in all aspects of the process and the solution. Following introductory remarks by Representative Pat Williams, the subcommittee chairman, statements, prepared statements, letters, and supplemental materials were presented by: (1) Lynne Cheney (National Endowment for the Humanities); (2) Vartan Gregorian (New York Public Library); (3) Daniel J. Boorstin, William J. Welsh, and Peter G. Sparks (Library of Congress); (4) Carole F. Huxley (New York State Department of Education); (5) Warren J. Haas (Council on Library Resources); and (6) David C. Weber (Stanford University Libraries). Also included are prepared statements by Representative Thomas J. Downey (New York), Arthur W. Schultz (President's Committee on the Arts and the Humanities), the Association of American Universities, National Association of State Universities and Land-Grant Colleges, Richard M. Dougherty (University of Michigan Library), and Nova Tran Corporation; a letter from Billy E. Frye (Commission on Preservation and Access); and two articles on the proposed Library of Congress diethyl zinc deacidification program excerpted from the September 15, 1986, issue of "Library Journal." (KM)

ED 287 509 IR 052 196
McCleary, John M.
Vacuum Freeze-Drying, a Method Used To Salvage Water-Damaged Archival and Library Materials: A RAMP Study with Guidelines.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Report No.—PGI-87/WS/7
Pub Date—Apr 87
Note—75p.
Pub Type— Guides - General (050) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Archives, Case Studies, Costs, Emergency Programs, Foreign Countries, Institutional Cooperation, Libraries, *Library Materials, *Paper (Material), *Preservation, Regional Cooperation, Water
Identifiers—*Vacuum Freeze Drying, *Water Damaged Books
This Records and Archives Management Programme (RAMP) study covers the conservation of archival documents and the application of freeze-drying to the salvage of documents damaged by flood. Following an introductory discussion of the hazards of water, the study presents a broad summary of data on freeze-drying, including the behavior of water-soaked paper; the advantages of stabilization by freezing; descriptions of vacuum freeze-drying and alternate methods of drying; and a comparison of two currently used methods (1) vacuum freeze-drying by sublimation (a dry process) and (2) vacuum-drying by evaporation (a wet

process). The history of freeze-drying is described; six case histories illustrating the use of vacuum chambers for the recovery of water-damaged archival and library materials are presented; and examples of the use of vacuum and freeze-drying in eight countries are summarized. Also considered are commercial sources for freezing and drying; the cost of vacuum-drying and freeze-drying; low-cost freezing and drying in an emergency; what freeze-drying will not do; and cooperative approaches to the use of freeze-drying chambers. Finally, 24 imaginary open forum questions and answers related to freeze-drying are presented, and disaster preparedness planning is discussed. The text is supplemented with two figures and two tables, and a 75-item bibliography is provided. (KM)

ED 287 510 IR 052 197
Wesley, Threasa L. Bratcher, Perry
Recommendations for Collection Development.
Northern Kentucky Univ., Highland Heights.
Pub Date—Apr 87
Note—7p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Libraries, *College Faculty, *Cooperation, Higher Education, Librarians, *Library Collection Development, Library Planning, Needs Assessment, Program Improvement
Identifiers—*Northern Kentucky University
This document reports the work and conclusions of a task force appointed to plan for the reorganization of collection development at Steely Library, a primarily undergraduate library with 13 professional librarians on its staff located at Northern Kentucky University (NKU). Task force activities included a thorough review of the relevant literature and in-depth interviews with collection development librarians from the university libraries at four universities identified as being similar to NKU in size, student body, etc. The task force plan, developed on the basis of discussions following its investigations, includes the following components: (1) the need for expert input into collection development from all library faculty; (2) the need for expert input into collection development from the university teaching faculty; and (3) formalized coordination of all collection development activities. Details of the proposed program are reflected in six task force recommendations concerning library faculty liaisons, a collection development librarian, and collection development by teaching faculty. Justifications for the recommendations are also presented. (Author/KM)

ED 287 511 IR 052 198
Walch, Victoria Irons
Conference on Information Resources for Archivists and Records Administrators. Final Report. Summary of Proceedings (Washington, D.C., June 19-20, 1987).
National Association of Government Archives and Records Administrators, Albany, NY.
Spons Agency—National Historical Publications and Records Commission, Washington, DC.
Pub Date—5 Aug 87
Note—11p.; For a related report, see IR 052 199.
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, *Archives, Cooperative Planning, Information Dissemination, Information Needs, *Information Sources, *National Organizations, *Professional Associations, Program Development
Identifiers—*Archives and Records Information Coalition, Archivists, National Archives and Records Administration, *Records Management
This final report provides a summary of the proceedings of a conference designed to discuss and decide on means to improve information exchange among archivists and records administrators, based on the recommendations contained in a study of information exchange needs entitled, "Information Resources for Archivists and Records Administrators," prepared by Victoria Irons Walch. The summary of conference activities includes: (1) introductory remarks; (2) a report from the National Archives and Records Administration (NARA) on the role it is willing to play in enhancing information services within the records community; (3) a general discussion of the NARA report and its implications; (4) discussion of a proposal to create the Archives and Records Information Coalition (ARIC); (5) actions for implementing ARIC to be requested from participants' governing boards; and (6) announcements and publicity. Actions following the conference are also summarized, including distribution of a press release, preparation of the report on the conference, and recommended actions by the National Association for Archives and Records Administration (NAGARA) governing boards. A listing of conference participants and the organizations they represented is included. (KM)

ED 287 512 IR 052 199
Walch, Victoria Irons
Information Resources for Archivists and Records Administrators. A Report and Recommendations.
National Association of Government Archives and Records Administrators, Albany, NY.
Spons Agency—National Historical Publications and Records Commission, Washington, DC.
Pub Date—87
Note—46p.; For a related document, see IR 052 198.
Pub Type— Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Information, *Archives, Budgets, *Information Needs, *Information Services, *Information Sources, National Organizations, Needs Assessment, Planning, *Resource Centers
Identifiers—Archivists, National Archives and Records Administration, *Records Management
This study was designed to assess the information needs of the entire archives and records community and to evaluate the benefits that might be gained from the establishment of a clearinghouse or information center on archives and records. The first of three major sections of the report, entitled "Background and Analysis," describes the growing demand for better information services; provides a profile of the records community; and discusses existing sources of information, information providers serving allied professions, and planning for an archives and records management center. The second section, "Options for Improving Information Services for the Records Community," considers both structural and service options and placement options. The third section presents two recommendations: (1) that a modest archives and records resource center be established, and (2) that the NARA (National Archives and Records Administration) library be designated as the official depository library for archives- and records-related material and that the development of the NARA bibliographic database be encouraged and supported. Appendices include a selected catalog of 11 information sources for archivists and other records practitioners; a projected budget for the recommended archives and records resource center; and a listing of Archival Information Clearinghouse Project Conference participants. Eleven notes are provided. (KM)

ED 287 513 IR 052 200
Clements, D. W. G.
Preservation and Conservation of Library Documents: A Unesco/IFLA/ICA Enquiry into the Current State of the World's Patrimony.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Report No.—PGI-87/WS/15
Pub Date—Jul 87
Note—45p.
Pub Type— Opinion Papers (120) — Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Archives, Buildings, *Environmental Influences, *Global Approach, International Organizations, *Library Collections, *Library Materials, National Organizations, Policy, *Preservation, Program Development, Questionnaires
Identifiers—International Council on Archives, International Federation of Library Associations, UNESCO
Designed to present a broad picture that characterizes the current world situation with respect to preservation and conservation of library and archival documents, this report is based on a March 1986 survey on the state of the world's patrimony which was funded by Unesco and undertaken jointly by IFLA (the International Federation of Library Associations) and ICA (the International Council on Archives). Additional information was collected during a series of short visits to 12 countries by a number of experts, and supplemental information was provided by national archival or library institutions in 13 countries. Following a brief introduction and discussion of the study methodology, results of the survey questionnaire are discussed, major concerns are summarized, and the scale and scope of the preservation and conservation problem are analyzed. The framework for an action program to address the areas of awareness, education and training, policy development and implementation measures, and treatment measures is then outlined. Recommendations for Unesco, ICA and IFLA, and national institutions and associations are also presented together with six technical recommendations. The survey questionnaire and a listing of follow-up mission visits to selected countries are appended. (KM)

ED 287 514 IR 052 201
Preservation Guidelines in ARL Libraries. SPEC Kit 137.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date—Sep 87
Note—128p.; For a SPEC Kit on preservation procedures, see ED 251 121.
Available from—Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, NW, Washington, DC 20036 ($20.00, specify SPEC Kit number; members, $10.00).
Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Libraries, Decision Making, Guidelines, Higher Education, Library Collections, *Library Materials, *Library Planning, *Preservation, Prevention, Program Descriptions, *Research Libraries
Identifiers—*Association of Research Libraries, *Deterioration (Books)
This Systems and Procedures Exchange Center (SPEC) kit draws on materials related to preservation activities that have evolved over the past six years. In addition, information obtained from 97 Association of Research Libraries (ARL) member libraries that responded to a 1984/85 pilot preservation survey conducted by the ARL Microform Project, as well as from eight ARL libraries that have recently begun or expanded preservation programs, is incorporated in a concise summary of the development of comprehensive program statements, decision-making and setting priorities, brittle books programs, and trends and needs in preservation programs. The Guidelines for Minimum Preservation Efforts in ARL Libraries are then presented, followed by original documents on the following topics: (1) Preservation Policies and Priorities (the University of Cincinnati, Emory University, Columbia University, the National Library of Medicine, and Northwestern University); (2) Decision Making (the University of Wisconsin, the University of California at Berkeley, the University of Washington, the University of Michigan, Johns Hopkins University, the Library of Congress, Yale University, Ohio State University, and the University of Connecticut); and (3) Brittle Books Programs (the University of California at Berkeley, Stanford University, the Library of Congress, the University of Michigan, and the University of Pittsburgh). A seven-item bibliography and SPEC kit order and evaluation forms are also provided. (KM)

ED 287 515 IR 052 202
Third Expert Consultation on RAMP (RAMP III) (Helsinki, Finland, September 13, 15 and 20, 1986). Final Report.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Report No.—PGI-87/WS/13
Pub Date—Jul 87
Note—40p.; For a report on RAMP II, see ED 232 693.
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Archives, Automation, Foreign Countries, Guidelines, *International Organizations, International Programs, Needs Assessment, Policy, Preservation, Program Descriptions, *Program Development, Program Evaluation, Standards, Training
Identifiers—*Records Management
Organized for the United Nations Educational,

Scientific, and Cultural Organization (Unesco) by contract with the International Council on Archives (ICA), this meeting concerning the Records and Archives Management Programme (RAMP) was attended by 14 experts invited from Unesco member countries. Following a brief introduction, summaries are provided of the following RAMP meeting activities: (1) the opening session; (2) the presentation of the working document and pursuant discussion; (3) a discussion of needs and trends, including unequal development of archives/records management programs, automation, conservation, training, and evaluation; and (4) the closing session. In addition, six recommendations developed as a result of the meeting are outlined. Four annexes or appendices include a list of activities, documents, and publications carried out within the framework of RAMP, which are organized according to policies and plans, guidelines, norms and standards, infrastructure development, specialized information systems, and training and education; the consultation agenda; a list of meeting participants; and the full text of opening session statements in English by Marjatta Okko and Hans Booms, and in French by Amadou A. Bousso. (KM)

ED 287 516 IR 052 203
Staples, Katherine And Others
ACC Study Guide Series (Revised Edition).
Austin Community Coll., Tex.
Pub Date—87
Note—19p.; Information presented at the National Conference on College Learning Centers (9th, Brooklyn, NY, May 1987).
Pub Type— Guides - Classroom - Learner (051) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Autoinstructional Aids, Citations (References), College Students, *Library Instruction, *Library Materials, Periodicals, Plagiarism, Reference Materials, *Search Strategies, *Study Guides, Test Wiseness, Two Year Colleges, *Writing Skills

Designed for the beginning college student who needs to search for information, prepare written assignments, or take tests, the ACC (Austin Community College) Study Guide Series comprises 17 one-page study guides. Printed on card stock with colored headings, the guides are highlighted with cartoon illustrations and are intended to provide self-instructional, practical information on topics that cause problems for many students across the curriculum. In addition to being displayed on racks in the student lounges, libraries, and student services areas of the college, the guides have been adopted as instructional materials in English Composition I and other classes. Guides are provided for the following topics: (1) Documentation; (2) Encyclopedias; (3) Finding a Dictionary or Thesaurus; (4) Finding Biographical Information; (5) Finding Book Reviews; (6) Finding Books; (7) Finding Literary Criticism; (8) Finding Periodical Articles; (9) Improving Test-Taking Skills; (10) The Media Collection; (11) Search Strategy; (12) Selecting and Narrowing a Writing Topic; (13) Strategies for Test Questions; (14) What is Plagiarism? (15) Writing about Literature; (16) Writing Business Letters; and (17) The Writing Process. (Author/KM)

ED 287 517 IR 052 204
Geeslin, Bailey M.
The Information Age–Leader or Follower?
Pub Date—Sep 87
Note—13p.; Paper presented at the Annual Telecommunications Policy Research Conference (15th, Arlie, VA, September 27-30, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Competition, Consumer Protection, Economic Climate, *Federal Regulation, Information Services, International Trade, Marketing, Technological Advancement, *Telecommunications, *Telephone Communications Industry
Identifiers—Information Age, *Rate of Return, United States

In order to realize the full potential of this evolving information age and make its capabilities available to the greatest number of consumers, the telephone companies must be permitted to participate fully in the information and information-related markets. Indeed, a principal issue during this period of rapidly changing market conditions is the form and degree of regulation required in order for the consumers, the industry, and the general economy to receive optimum benefits. Recently, economic and social forces have combined to increase the importance of efficient telecommunications service to the nation's economy, while at the same time, the demand for telecommunications has expanded in the increasingly competitive global economy. However, market foreclosure, regulatory constraints, and economically inefficient pricing arrangements have hampered opportunities for competition, and the telephone companies have not been able to respond fully to the needs of the marketplace. As a result, the United States is no longer in the forefront in the provisioning of information services. Regulators have now begun to examine their impact on the U.S. telecommunications industry, however, and it is hoped that an altered regulatory process capable of providing more earnings and market flexibility will be adopted in the near future. (KM)

ED 287 518 IR 052 205
Nussbaum, Ruth, Comp.
Information for Handicapped Travelers. Reference Circular No. 87-3.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
Pub Date—Jul 87
Note—16p.
Available from—Reference Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542 (free while supply lasts).
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiodisks, *Blindness, Books, Braille, *Disabilities, Information Centers, Recreational Activities, Talking Books, *Tourism, *Transportation, *Travel, Visual Impairments
Identifiers—*Travel Agents

This circular provides information about travel agencies, travel information centers, and transportation services based on descriptive literature provided by companies and organizations that offer services to handicapped travelers; access guides to specific cities and tourist sites are not included. The first section lists books on travel for the blind and physically handicapped, including 17 print books issued in 1982 or later and recorded and braille items. Recorded and braille titles may be borrowed by eligible residents of the United States from National Library Service for the Blind and Physically Handicapped network member libraries. Bibliographic information is provided for each entry, and brief annotations are included for print books. In addition, the names, addresses, telephone numbers, and brief descriptions of activities are provided for six information centers in the second section and for nine travel agencies in the third section. Finally, the fourth section includes descriptions of transportation services available in the United States for travel by air, automobile, bus, ship, and train (AMTRAK). Ordering information for this circular and a listing of 16 other National Library Service for the Blind and Physically Handicapped reference circulars are also provided. (KM)

ED 287 519 IR 052 267
Oversight Hearing on OERI (The ERIC System). Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—30 Jul 87
Note—181p.; Serial No. 100-45. For related materials, see "ERIC Redesign. Papers Issued for Public Comment, 1986-1987" (ED 278 429).
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Access to Information, *Bibliographic Databases, Clearinghouses, *Educational Change, Federal Programs, Financial Support, Hearings, *Information Dissemination, Information Needs, Information Services, *Information Systems, Program Effectiveness, Technological Advancement, Users (Information)
Identifiers—Congress 100th, Educational Information, *ERIC

This oversight hearing was held to review the status of the 21-year-old Educational Resources Information Center (ERIC) program, which is administered by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education, and to hear administration proposals for the redesign of the ERIC system. This report of the hearing begins with an opening statement by the Hon. Major R. Owens, chairman of the subcommittee, who stressed the importance of the successful management of information and the need for adequate funding for the ERIC system. The report also provides transcripts of statements presented at the hearing and discussion of those statements, as well as prepared statements and testimony submitted to the subcommittee. Statements (and prepared statements) are included from: (1) Chester E. Finn, Assistant Secretary for Educational Research and Improvement, U.S. Department of Education; (2) Lynn Barnett, Chair of the ERIC Technical Steering Committee; (3) Donald P. Ely, Director of the ERIC Clearinghouse on Information Resources; (4) Don Erickson, Director of the ERIC Clearinghouse on Handicapped and Gifted Children; (5) Leslie Bjorncrantz, curriculum librarian and education bibliographer at Northwestern University; (6) Kenneth S. Tollett, distinguished professor of higher education, Graduate School of Arts and Sciences, Howard University; and (7) Charles W. Hoover, retired Director of ERIC. Additional testimony and prepared statements are also included from Natalie Felsher, Montgomery County (Maryland) Public Schools; Paula Montgomery, Maryland State Department of Education; Robert E. Chesley, an educational consultant and former Director of ERIC; and Laurie Garduque, Director of Governmental and Professional Liaison for the American Educational Research Association. (BBM)

ED 287 520 IR 052 273
College and University Libraries. Higher Education General Information Survey (HEGIS) [machine-readable data file].
Center for Statistics (OERI/ED), Washington, DC.
Report No.—EF-000032
Pub Date—86
Note—Files for this survey are available for the following specific years: 1968-69, 1971-72, 1973-74, 1975-76, 1976-77, 1977-78, 1979-80, 1982-83, and 1985-86.
Available from—U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Services (IS), 555 New Jersey Ave., N.W., Washington, DC 20208. Telephone: (800) 424-1616, (202) 357-6768. (SAS file or SPSS-X file, $150).
Pub Type— Machine-Readable Data Files (102)
Document Not Available from EDRS.
Descriptors—*Academic Libraries, Audiovisual Aids, Books, Clerical Workers, *College Libraries, Federal Aid, Government Publications, Higher Education, Interlibrary Loans, Library Acquisition, Library Administration, Library Circulation, *Library Collections, *Library Expenditures, Library Materials, *Library Personnel, *Library Services, Library Statistics, Library Surveys, Microforms, National Surveys, Operating Expenses, Part Time Employment, Periodicals, Professional Personnel, Reference Services, Salaries, Statistical Surveys, Student Employment, Wages, Working Hours
Identifiers—*Higher Education General Information Survey

The "College and University Libraries" machine-readable data file (MRDF) is one component of the larger "Higher Education General Information Survey" (HEGIS). It contains data on the characteristics and activities of approximately 3,000 academic libraries associated with most of the institutions of higher education in the United States (and its outlying areas). Since 1966, this survey has collected information either annually, biennially, or (as now) triennially. Data for each of the libraries is grouped around the broad categories of holdings, staffing, activities, and finances. Variables included under the heading of holdings are: number of periodical subscriptions, number of books, number of government documents, number of microforms, number of audiovisual materials. Costs are available in each category for the immediate past year and for cumulative total. Variables included under the heading of staffing are: number of administrative librarians, other librarians, other professionals, technical staff, and clerical staff. Counts for each category of staff are subdivided by men/women and full-time/part-time. The total annual salaries or wages are available for each group. Student assistance hours charged to the library are also collected.

Variables included under the heading of library activities are: number of items circulated; number of interlibrary loans provided and received; total reference transactions; total group programs offered and the number of persons participating; total days and hours of library service. Variables included under the heading of finances are: total expenditures for for salaries and wages, fringe benefits, and student assistance; total expenditures for books, periodicals, microforms, audiovisual materials, and other library materials; total funds the library received from the Federal Government. POPULATION: College and university libraries (3,000). TYPE OF SURVEY: Census Survey; National Survey. RESPONDENTS: Survey coordinators for higher education institutions. FREQUENCY: Triennial. YEAR OF FIRST DATA: 1968. (CDM/WTB)

JC

ED 287 521 JC 870 408

Yoseloff, Darlene And Others

Project RESOURCES: Retired Employees Skills Outreach Using Retirees in Continuing Employment Situations. A Manual.

Middlesex County Coll., Edison, NJ. Div. of Community Education.

Pub Date—Jun 87

Note—104p.

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Community Colleges, Community Services, *Employment Programs, *Job Placement, Labor Force, *Older Adults, Outreach Programs, Program Descriptions, *Reentry Workers, *Retirement, School Community Relationship, Two Year Colleges

Project RESOURCES (Retired Employees Skills Outreach Using Retirees in Continuing Employment Situations) was developed at Middlesex County College (MCC) to meet the employment needs of the over 55 age population. Designed to assist others in implementing similar programs, this manual provides an overview of the project, including information on staffing, activities, and outcomes. First, introductory material looks at the rationale for the project, its objectives, and the characteristics of RESOURCES participants. The next section focuses on staffing needs, outlining the responsibilities of the Project Coordinator and project assistants. Next, the activities and methods of the project are described, including information on how to organize and operate such program components as: (1) a job fair, designed to link retirees with prospective employers; (2) discussion groups, which seek to provide information about the project and instill self-confidence and a sense of belonging to a group; (3) information dissemination to retirees and employers; (4) workshops on resume preparation, interviews, and job applications; (5) program publicity; (6) field work with community members; (7) the Project RESOURCES newsletter; (8) direct presentations to both employers and retirees; (9) the Job Bank, which matches retirees to appropriate employment opportunities; (10) the Advisory Council; and (11) close and ongoing contacts with participants. The final sections discuss the relationship between Project RESOURCES and MCC's Divison of Community Education, and offer additional recommendations. Forms, data sheets and other materials related to various project activities are provided throughout the manual. (EJV)

ED 287 522 JC 870 422

Assessing the Student Attrition Problem. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 84

Contract—400-83-0039

Note—7p.

Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Dropouts, Institutional Research, Research Needs, *School Holding Power, *Stopouts, *Student Attrition, *Student Educational Objectives, Two Year Colleges, *Two Year College Students, *Withdrawal (Education)

Identifiers—ERIC Digests

As the entering-college population dwindles and competition to attract this population increases among colleges, student retention has become a primary concern for community colleges. Assessing the extent of the dropout problem is particularly problematic for community colleges, as they are institutions geared to the facilitation of ease of entrance, exit, and reentry. In an attempt to clarify the community college attrition phenomenon, one 1982 study identified three categories of attrition: "positive attrition," which refers to students who have met their objectives or transferred; "neutral attrition," which refers to students who leave due to a job or other scheduling conflict; and "negative attrition," which refers to students unprepared or unmotivated for their studies. Because of the complex nature of drop-in and dropout patterns, each college needs to determine the extent of its own attrition problem. Retention studies can take a variety of approaches. For example, Spoon River College (Illinois) conducted a study focusing on the differing needs of full- and part-time students, and demonstrated the effectiveness of specifically designed retention plans for these different student populations. Valencia Community College (Florida) conducted a study concentrating on the factors affecting the retention of a single minority group, black students. Middlesex County College (New Jersey) drew from the insights of a number of special populations within the student body to assess the interaction between institutional provisions and student needs, while the City Colleges of Chicago examined institutional variables and their effects on student course completion. (UCM)

ED 287 523 JC 870 423

Student Assessment: Mathematics. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 84

Contract—400-83-0030

Note—4p.

Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Algebra, Community Colleges, Educational Testing, *Knowledge Level, Liberal Arts, Predictor Variables, Student Characteristics, Tests, Two Year Colleges, *Two Year College Students, Urban Schools

Identifiers—*ERIC Digests, *General Academic Assessment

In 1983-84, the Center for the Study of Community Colleges developed and field tested an instrument, the General Academic Assessment (GAA), to assess community college students' knowledge of several liberal arts areas, including mathematics. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores on the math portion of the test were cross tabulated by selected student characteristics (e.g., age, ethnicity, native language, and reason for attending college) and educational background variables (e.g., number of college units already completed, and number of math courses taken). Results of the analysis revealed that the highest mean GAA scores in mathematics were achieved by: (1) younger students recently graduated from high school; (2) students intending to transfer to a four-year college; and (3) students who rated their abilities in algebra as "excellent." GAA math scores also correlated positively with the number of semester hours completed and the number of mathematics courses completed. (UCM)

ED 287 524 JC 870 434

Sullivan, Teresa

The Changing Role of Computer Education in the Community College.

Pub Date—Nov 86

Note—11p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Computer Literacy, Computer Science, *Computer Science Education, *Curriculum Development, Data Processing, *Data Processing Occupations, *Modernization, Programing, Two Year Colleges

Since 1961, when the Data Processing Department was formed at Kansas City Kansas Community College (KCKCC), data processing education has radically changed, in structure, focus, content, and students. Where once computer courses were taught only by the Data Processing Department, currently computer-related courses can be found in many different departments across campus, with each department choosing hardware to support its particular needs. The data processing faculty is committed to teaching the practical applications of computers in the business world, which requires keeping track of an ever-changing marketplace as well as of the latest changes in the computer field. In the past 5 years, trends have emerged toward a preference for a bachelor's degree for entry-level programmers, and toward the use of pre-written software rather than custom-tailored programming. KCKCC has responded to these changes with curricular additions, including a course in Database Management Theory, a course in Business Graphics, one-hour credit mini-courses focusing on specialized business applications, and an additional computer literacy course for students who are not majoring in computer studies. The past 5 years have also seen a change in the student body from the terminal degree student to the transfer student, with four-year college graduates also well represented in the population. Curriculum development at KCKCC will doubtlessly continue as the college seeks to meet the changing needs of its students. (EJV)

ED 287 525 JC 870 435

Ruff, Dan

Laying the Groundwork for the Effective Implementation of Quality Circles in a Community College.

Pub Date—7 May 84

Note—33p.; Paper presented at the Annual Forum of the Association for Institutional Research (24th, Fort Worth, TX, May 6-9, 1984).

Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Administration, Community Colleges, Faculty College Relationship, Organizational Development, *Participative Decision Making, Program Descriptions, Program Development, *Quality Circles, Two Year Colleges

Identifiers—*AIR Forum, *Midlands Technical College SC

This five-part paper provides an overview of the use of quality circles as a participative management technique in community colleges. Section I offers an introduction to the technique, reviewing the history of quality circles from their development in Japan in the early 1960s to their introduction in American higher education in the early 1980s. This section also explains the mechanics of quality circles, and offers recommendations for avoiding the pitfalls that may impede their successful implementation. After section II examines the theoretical bases for quality circles, section III addresses the question of whether quality circles can be applied to higher education, offering three examples of their use in community colleges. Next, section IV presents a case study of the implementation of a system of quality circles at Midlands Technical College in South Carolina, describing in turn the need for participatory management, the organizational climate of the college, the establishment of an organizational renewal committee, consultant selection, training, implementation, ongoing public relations and marketing, and evaluation. Finally, section V offers conclusions, among them that the Midlands experience has proved that there can never be too much planning for the establishment of quality circles. (EJV)

ED 287 526 JC 870 453

Feldman, Marvin

The Business of Teaching.

Fashion Inst. of Tech., New York, N.Y.

Pub Date—25 Aug 86

Note—14p.; Address to the Faculty of the Fashion Institute of Technology (New York City, NY, August 25, 1986).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, *College Instruction, *Educational Quality, *Instructional Improvement, Teacher Role, *Teaching Methods, Two Year Colleges

At one time, Fashion Institute of Technology (FIT) was virtually the only place students could come to study fashion design, merchandising, and buying. Currently, 22 institutions offer degrees in

fashion design, and almost as many offer fashion buying and merchandising. This new competitive environment is making it necessary for FIT to become and remain distinctive by making the "business of teaching" its highest priority; by re-acknowledging that teaching is FIT's central function; and by demystifying the teaching process itself. A workable system of supports based on new relationships between teachers and their colleagues, students, administrators, and specialists needs to be created. Elements of a teaching program functioning with this support system would be: (1) regular, detailed observations of and discussions about teaching by colleagues, visitors, specialists, and students; (2) a systematic sharing of knowledge about the learning process; (3) the establishment of a campus teaching institute to organize these activities; and (4) new methods of certifying student mastery of a subject without traditional grading. An example of an outstanding teaching institution is the Harvard Business School, which uses the case method of teaching to bring "business reality" into the classroom. Though the case method may not be appropriate for FIT, the institution should pay the same kind of attention to defining teaching goals and matching them with appropriate teaching strategies. (UCM)

ED 287 527 JC 870 460
Vanis, Mary I. Gesin, Janet
Computer-Assisted Instruction Adult Literacy Workshop. A 310/Special Demonstration Project, 1986-87 (Corvallis, Oregon, August 25-27, 1986). Final Report.
Rio Salado Community Coll., Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix.; Department of Education, Washington, DC.
Pub Date—[87]
Note—61p.
Pub Type— Reports - Descriptive (141) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Basic Education, Community Colleges, *Computer Assisted Instruction, *Literacy Education, Program Descriptions, Teacher Workshops, Two Year Colleges
In order to provide the personnel of Rio Salado Community College's Adult Basic Education Program (RSCC/ABE) with the most up-to-date experience in software selection and usage, a proposal was written for two persons to attend the Computer-Assisted Instruction Adult Literacy Workshop at Oregon State University, which afforded participants an understanding of the potential use of computers, familiarity with good basic skills software for adult literacy needs, and exchange among participants. This report presents information on the workshop as experienced by three RSCC/ABE staff members. After examining how well the workshop fulfilled the objectives of the RSCC/ABE participants, summaries are provided of the keynote presentations by Dr. Larry Blake, who spoke on "Anticipating the Twenty-First Century," and John Graham, whose talk stressed the importance of risk taking. Next, brief synopses of the following workshops are offered: "Technology and the Basic Skill Learner"; "Technology for Literacy: Orienting Personnel to Computer-Assisted Instruction"; "Teacher Resources"; "Math Presentation: Computers Coupled with Conceptual Understanding"; "Basic Skills and GED Writing Workshop"; "Reading Workshop"; "English as a Second Language"; "Here's Looking at You: Interactive Video"; and "Evaluating Software." Appendices contain handouts from the workshop, including lists of interactive video laserdiscs and software vendors. (UCM)

ED 287 528 JC 870 461
Dickmeyer, Nathan Cirino, Anna Marie
Comparative Financial Statistics for Public Community and Junior Colleges, 1985-86. An Experimental Study of More Than 500 Institutions.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
Spons Agency—American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.; Center for Education Statistics (OERI/ED), Washington, DC.
Pub Date—Jul 87
Note—107p.
Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178 ($25.00-NACUBO members; $30.00-nonmembers).
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Budgets, Community Colleges, Comparative Analysis, *Educational Finance, *Enrollment, Expenditures, *Financial Support, Income, Instructional Student Costs, National Surveys, Noninstructional Student Costs, Public Colleges, School Statistics, Teacher Student Ratio, Tuition, *Two Year Colleges
Comparative financial information for fiscal year 1985-86 is presented in this report derived from two surveys of 506 public community and junior colleges. Chapter 1 provides guidance on the use of the report in comparing institutional statistics with national and peer group medians; points out limitations of the data; and summarizes findings in the areas of expenditures. Chapters 2 and 3 present data on the medians and quartiles for the full sample, touching upon expenditures, revenues, course enrollment distributions, salaries, and student/staff ratios. Chapter 4 offers medians and quartiles for institutional peer groups classified by enrollment size and vocational/technical designation. Report highlights indicate that half the institutions surveyed: (1) spent more than 61% of their operating budget on instruction, research, public service, and academic support; (2) spent more than 36% of their operating budget on student services, institutional support, and plant operation and maintenance; (3) spent more than 4% of their operating budgets on utilities; (4) spent more than 3% of their operating budget on computer-related expenditures; (5) received 68% of their revenues from state and local appropriations; (6) enrolled more than one in every 20 people for credit or noncredit course work during the year; (7) had student-to-faculty ratios for credit instruction of less than 17:1; and (8) spent more than 57% of total current fund expenditures on current fund salaries and wages. (EJV)

ED 287 529 JC 870 462
Wilcox, Stuart A.
Directory of Southern California Community College Researchers.
Southern California Community Coll. Institutional Research Association, Los Angeles.
Pub Date—Jul 87
Note—31p.
Pub Type— Reports - Research (143) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, *Institutional Research, *Researchers, *Research Skills, Surveys, Two Year Colleges
Designed as an aid to researchers in locating other individuals who may be able and willing to share their experience and expertise, this directory presents information on Southern California community college institutional researchers. The information presented in the directory was provided by the 44 respondents to a questionnaire sent to all district superintendents and community college presidents in Southern California. Part I of the directory lists the addresses of the responding researchers by district/college, the percentage of the researchers' time allocated to research, and the type of research position (i.e., certified or classified). Parts II and III identify researchers who would be able and willing to provide advice to others and the areas of research (e.g., matriculation, recruitment, student outcomes, and needs assessment) and the research skills (e.g., hardware and software skills, designing databases, and developing questionnaires) in which they considered themselves experienced. Finally, part IV outlines the duties and responsibilities reported by each researcher and the percent of time spent on each. The tasks most frequently included in the respondents' duties and responsibilities were collection/dissemination of information, identifying trends in student characteristics and enrollments, responding to ad hoc requests, data analysis for decision makers, and evaluating programs and services. (UCM)

ED 287 530 JC 870 463
Eaton, Judith S., Ed.
Colleges of Choice: The Enabling Impact of the Community College.
American Council on Education, Washington, D.C.
Report No.—ISBN-0-02-908790-2
Pub Date—88
Note—258p.
Available from—MacMillan Publishing Company, 866 Third Ave., New York, NY 10022 ($24.95).
Pub Type— Books (010) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—*Access to Education, *College Role, *Community Colleges, Educational Responsibility, *Futures (of Society), *Leadership, Two Year Colleges
This collection presents 11 essays which consider a new framework for organizing, understanding, and sanctioning the future community college. In part 1, the following articles argue for an expanded collegiate identity: "The Presence of Access and the Pursuit of Achievement," by Richard C. Richardson, Jr.; "Urban Community Colleges and a Collegiate Education: Restoring the Connection," by Alison R. Bernstein; "Defining and Measuring Quality in Community College Education," by Charlene R. Nunley and David W. Breneman; "The Educational Program of the American Community College: A Transition," by Robert H. McCabe; and "Continuation of Community College Vigor: Strengthening the Liberal Arts, General Education, and Transfer Education," by Richard K. Greenfield. In part 2 , context-defined, quality leadership is examined in: "The Reality and Illusion of Community-College Leadership," by Robert Birnbaum; and "Leadership Needs and Effectiveness: Vision with Competence, Strength with Integrity," by James L. Fisher. Finally, contributors to part 3 argue for a future orientation in viewing the world of the community college. This section includes "The World of Work Revisited," by David Macarov; "Teaching Civic Values and Political Judgment in the Community College," by Leonard P. Oliver; "Positioning Alternatives and New Partnerships," by Richard L. Alfred; and "Community Colleges, Local and Regional Development, and the Drift toward Communiversity," by S. V. Martorana and Eileen Kuhns. Observations and recommendations are offered in a concluding section. (UCM)

ED 287 531 JC 870 464
AB 1725, IV: Part-Time Faculty.
California Community Colleges, Sacramento. Board of Governors.
Pub Date—Oct 87
Note—13p.; Discussed as Agenda Item Number 5 at a meeting of the Board of Governors of the California Community Colleges (Santa Monica, CA, October 29-30, 1987).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, *Community Colleges, Educational Legislation, *Part Time Faculty, *Policy Formation, State Legislation, Statewide Planning, Two Year Colleges
Identifiers—*California
An overview is provided of issues related to the use of part-time faculty in community colleges in California and elsewhere in the nation. First, background information is provided on the major relevant issues. This section: (1) lists the teaching functions which are best carried out by full-time instructors as argued by those who favor employing more full-time faculty; (2) reviews current California policy, which leaves almost all decisions on the use and support of part-time faculty to the local community colleges within a statutory limit restricting districts to using part-time faculty to teach no more than 30% of a district's workload; (3) provides an overview of the characteristics of part-time faculty as a group; and (4) offers a summary of existing statewide policies on the use and support of part-time faculty. The next section contrasts the policy proposals put forth in recent years by the Board of Governors of the California Community Colleges, the Master Plan Review Commission, the Joint Legislative Committee on the Master Plan, and the Assembly Bill 3409 Task Force on Community College Faculty and Administrator Qualifications, Hiring, Evaluation and Retention. After presenting the major provisions of Assembly Bill 1725 on part-time faculty and explaining their intent, the paper discusses the various policy options in terms of status distinctions, use, workload, support, evaluation, compensation, and governance issues. (UCM)

ED 287 532 JC 870 466
Connett, Dian
Vocational Options Program: Final Report.
Clackamas Community Coll., Oregon City, Oreg.
Pub Date—Sep 86
Note—11p.

Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, Community Colleges, Cooperative Programs, *Dropouts, *Employment Programs, *High Risk Persons, Job Placement, *Job Skills, Job Training, Program Descriptions, School Business Relationship, Secondary Education, Two Year Colleges, Vocational Education, *Youth Employment, Youth Programs

A description is provided of the first-year activities of Clackamas County's Vocational Options Program (VOP), a program for high-risk youth focusing on affective skills, pre-employment training, specific job skill training, employment placement, and independent living. Part I looks at the employment training needs of young people in Clackamas County who had dropped out of traditional vocational education programs, and who displayed significant behavioral, attitudinal, and experiential barriers to employment. This section relates how the strategy for serving these students was developed by local school districts, Clackamas Community College, the Private Industry Council of Clackamas County, and county youth service agencies. Part II describes VOP, explaining the services provided, linkages with other agencies, the roles played by the agencies involved, staffing, the flow of services, unique relationships or services, and the budget. Finally, part III offers information on outcomes, including data on numbers served, placements, positive termination rates, etc.; a discussion of problems related to referral and staff assignment; a review of solutions; and an assessment of the achievement of original goals and noteworthy successes. (EJV)

ED 287 533 JC 870 468
Academic Year Report, 1986-87. Washington Community Colleges.
Washington State Board for Community Coll. Education, Olympia.
Pub Date—[87]
Note—71p.; Prepared by the Division of Information Services and Enrollment Planning.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrators, Capital Outlay (for Fixed Assets), College Faculty, College Role, Community Colleges, *Educational Facilities, *Enrollment, *Expenditures, Federal Aid, Financial Support, Part Time Faculty, Salaries, *School Personnel, State Aid, State Colleges, State Surveys, *Student Characteristics, Two Year Colleges
Identifiers—*Washington

Information on enrollments, personnel, finances, and facilities in Washington's community colleges is provided for the four quarters of 1986-87. After introductory material, 1986-87 highlights, and a comparison of annualized full-time equivalent (FTE) enrollments by funding source, section I presents enrollment information related to student and course characteristics, including student headcount data by funding source, by college, by full-/part-time status, by sex and age, and by race; a summary of student characteristics; and annual FTE's by funding source. Section II focuses on personnel, including data on annualized FTE faculty by funding source, FTE faculty and administrative personnel by employment status and assignment area, and classified employee annualized FTE's by employment status and assignment area. Section III presents information on facilities and capital funding. Finally, section IV looks at finance, discussing expenditures by source of funds, costs per FTE student, full-time salary expenditures, and federal vocational funds allocations. Highlighted findings include the following: (1) the system served an average of 92,788 FTE students each quarter; (2) FTE enrollment in basic skills continued a 6-year pattern of increase; (3) system expenditures totalled $279,511,546 in 1986-87; and (4) 63% of all students enrolled in state- and contract-supported courses enrolled part-time. Appendices include data on student tuition and fees, additional historical enrollment information, and a list of statistical publications. (EJV)

ED 287 534 JC 870 469
Schilling, Judith S.
Plan for Planning: Butler County Community College's Long-Range Strategic Planning System. Revised.
Butler County Community Coll., Butler, PA.
Pub Date—Aug 87
Note—19p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Planning, Community Colleges, *Long Range Planning, *Participative Decision Making, Two Year Colleges

In 1985-86, Butler County Community College (BCCC) was awarded a Title III Planning Grant, which allowed the college to develop a long-range strategic planning process. Expected outcomes of the process were to define future directions for BCCC, capitalize upon present and future realities, provide systematic processes whereby the college is able to maintain or change its posture in fulfilling its mission, and achieve other objectives related to institutional image, resource allocation, program coordination, and college administration. The major aspects of the BCCC planning process included the following: discussion of mission and goals, internal assessment, external assessment, values clarification, development of planning assumptions, identification of strategic issues, campus-wide hearings, setting of priorities, and development of unit plans, dean plans, and the college plan. Within BCCC's planning structure is a Planning Council consisting of the five college deans and at least one representative apiece from faculty, staff, community, and the student body. The Council uses internal and external assessment data provided by the Dean of Institutional Research to develop planning assumptions, identify strategic issues, commission position papers, and set institutional priorities. This structure also calls for a close linking of budgeting and planning. Based on a spring 1987 evaluative meeting of the planning council, recommendations for improving the planning process were made, stressing the increased involvement of trustees, the president, and deans. (UCM)

ED 287 535 JC 870 470
Vasiliauskas, Jura B.
Peer-Teaching and the Utilization of Students as Laboratory Teaching Aids to Improve Class Performance.
Pub Date—87
Note—37p.; Ed.D. Practicum, Nova University
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, College Science, Community Colleges, Comparative Analysis, *Peer Teaching, School Surveys, *Science Instruction, *Student Attitudes, *Teaching Methods, Two Year Colleges, Two Year College Students

A study was conducted at the College of DuPage in Illinois to find out if peer-teaching and the utilization of students as laboratory aids could improve class performance, personalize instruction, and benefit the student. Two classes of highly motivated comparative anatomy students and two classes of less motivated second semester general biology students were involved in the experiment; one comparative anatomy class and one general biology class served as the experimental groups while the other two served as the controls. Both control groups were taught using the conventional method of laboratory instruction, involving a lecture-introduction and a demonstration on how to direct and to find the parts involved in the study, with the instructor providing individual help whenever possible. In addition, the experimental classes included direct peer involvement in teaching and learning of the assigned materials. For each class, a mean score and a standard deviation was computed for each individual unit examination, and students in experimental classes were asked to indicate their likes and dislikes of peer-teaching. Analyses of examination scores indicated that peer-teaching did not improve significantly the class performance of either group. However, student responses showed that the method gave greater insight into the subject and promoted fellowship among the classmates. (Author/UCM)

ED 287 536 JC 870 471
Grosz, Karen Sue, Ed.
Issues in California Community Colleges. Forum, 1987.
Academic Senate for California Community Colleges, Sacramento.
Pub Date—87
Note—32p.
Journal Cit—Forum; v4 Sum 1987
Pub Type— Collected Works - Serials (022) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Curriculum, *College Faculty, Community Colleges, *Curriculum Development, Doctoral Programs, *Educational Finance, Financial Support, *Teacher Burnout, *Teacher Education, Two Year Colleges
Identifiers—*California

This issue of "Forum," a journal designed to provide a marketplace of ideas for California community college faculty, contains six articles on current educational concerns. The first article, "Model Curriculum Committee: Santa Monica College," by Randal Lawson and Darroch Young, discusses the process of curriculum development at Santa Monica College and the role of the curriculum committee within the process. "Burnout among College Faculty," by Sunny Bradford, focuses on the causes of burnout among community college faculty, and proffers several recommendations for reducing or ameliorating the occurrence of burnout. In "Funding Community Colleges: A Faculty Perspective," Larry Toy looks at such key financial issues as state funding vs. local control, average daily attendance and the ".911 absence penalty," full-time/part-time faculty, student/faculty ratio, and programs and standards. "The Intersegmental Committee of the Academic Senates: What Is It? Why Is It? What Does It Do?," by Marjorie Caserio, is followed by "A Doctorate for Teachers," in which Leon Baradat offers a proposal for a new doctorate to satisfy the professional development needs of community college teachers. Finally, John McFarland offers reviews of "In the Words of the Faculty," by E. Seidman; and "The Clash of Cultures: Managers and Professionals," by J. A. Raelin. (EJV)

ED 287 537 JC 870 472
Grosz, Karen Sue, Ed. Donaldson, Charles R., Ed.
The Academic Senate for California Community Colleges. Eleventh Annual Report.
California Community Colleges, Sacramento. Academic Senate.
Pub Date—Jun 87
Note—55p.; For the tenth annual report, see ED 269 105.
Available from—Academic Senate for California Community Colleges, Chancellor's Office, 1107 Ninth St., Sacramento, CA 95814 ($3.00).
Pub Type— Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*College Faculty, *College Governing Councils, Community Colleges, Educational Legislation, Intercollegiate Cooperation, *Statewide Planning, *Teacher Attitudes, Two Year Colleges
Identifiers—*California

An overview is provided of the 1987 activities and positions of the Academic Senate for California Community Colleges. The annual report includes: (1) "The President's Report," by Mark G. Edelstein, which reviews the implications of California's Master Plan for Higher Education and the major activities of the Academic Senate; (2) "The President-Elect's Report," by Karen Sue Grosz, which offers brief comments on the future role of the Academic Senate; (3) "1986-87 Budget: Financial Report to Date, June 5, 1987," by Phil Hartley, which looks at income and expenditures; (4) a list of Senate committees, their role, and officers; (5) committee reports by the Accreditation Committee; the Annual Report, Rostrum and Forum Committee; Assembly Bill 3409 Task Force on Finance; the Coordinating Committee of the California Articulation Number System; California Articulation Partnership Project Advisory Committee; California State University General Education-Breadth Advisory Committee; Educational Policies Committee; English Council of California Two-Year Colleges; Faculty Development Committee; Intersegmental Committee of the Academic Senates; Operations Committee; Research Committee; Vocational Education Committee; and Intersegmental Committees focusing on the Biology Transfer Curriculum, General Education Transfer Core Curriculum, and Visual and Performing Arts; and (6) additional reports on the activities of the Sacramento office and archives, the California Great Teachers Seminar, Senate publications; the Curriculum Consultants Project; the Master Plan Commission, and spring and fall general sessions. (UCM)

ED 287 538 JC 870 473
Bloyer, Judy And Others
Imaginative Delivery of Services for Students on the Run.

Maricopa County Community Coll. District, Phoenix, Ariz.
Pub Date—[87]
Note—46p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Ancillary School Services, Career Awareness, *Career Guidance, Community Colleges, Computer Uses in Education, *Counseling Services, *Employment Programs, *Job Placement, *Student Personnel Services, Two Year Colleges
Information is provided for a variety of student services provided by the Maricopa County (Arizona) Community College District. Section I describes the Computerized Job Placement System, designed to assist the Career Planning Office in placing students, and the Computer-Assisted Career Position Announcement System, which alerts current and former students to job opportunities related to their course work. Section II focuses on "Enhancing the Employability of Single Parents–College Readiness Phase," a 5-week, non-credit program utilizing a holistic approach to providing single parents with counseling for personal development, career exploration and decision making, and with basic academic and college survival skills. Section III describes the colleges' Career Expo, an annual event aimed at providing students, faculty, and community members with opportunities to meet representatives from a wide range of employers; and Careers in Health Fair, which promotes awareness of health careers among Arizona high school and college students. Section IV highlights the "Employment Talks" workshops, a series of weekly seminars on such topics as personal improvement, career planning, communication, and career options. Finally, section V describes the Self-Contained Employer Reception Area (a fold-away office/reception unit for use by employers visiting the campus), the Occupational Showcase (a "walk in and browse" environment focusing on a particular topic or segment of the world of work), and Career Wednesdays, a series of workshops on creative job-hunting. (EJV)

ED 287 539 JC 870 474
REACH: Resources Education Achievement Challenge and Hope Program, 1986-1987. Final Report.
Valencia Community Coll., Orlando, Fla.
Pub Date—Oct 87
Note—36p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Academic Persistence, Black Students, College Freshmen, *College Preparation, Comparative Analysis, High Schools, High School Students, Program Descriptions, Program Evaluation, School Holding Power, Two Year Colleges, Withdrawal (Education)
Valencia (Florida) Community College's (VCC's) REACH Program offers high school students a 10-week college preparatory program, including 1-hour instructional units in communications, mathematics,and Afro-American history; 30-minute presentations by black professionals each week; and a personalized prescription for learning based on diagnostic placement test results. A study was conducted to compare the academic performance and withdrawal rate of 29 REACH students, who had also been placed in a summer 7-week skills enhancement program, with that of 27 Black non-REACH students, who had received no special preparation prior to enrolling at VCC in the fall. Study findings included the following: (1) 76.2% of the REACH students and 59.2% of the non-REACH students received passing grades for reading, while 14.3% of the REACH students and 33.3% of the non-REACH students withdrew; (2) 70.8% of the REACH students and 63.6% of the non-REACH students passed English; (3) 85.7% of the REACH students passed Freshman Composition I, while no non-REACH students enrolled in the course; (4) 62.7% of the REACH students and 37.9% of the non-REACH students passed non-prep courses with a grade of B or better; and (5) more than 55% of both groups withdrew from their college prep math classes. Summary information is provided on VCC's REACH component for junior high school students. (UCM)

ED 287 540 JC 870 476
Ratcliff, James L.
NITI Needs Assessment Study. A Study of the Postsecondary Educational Needs of Merged Area I. Executive Summary.
Iowa State Univ. of Science and Technology, Ames. Higher Education Section.
Spons Agency—Northeast Iowa Technical Inst., Calmar.
Pub Date—30 Oct 87
Note—33p.; For the complete study report and appendices, see JC 870 477.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advisory Committees, College Graduates, *Community Attitudes, Community Surveys, Curriculum Development, *Educational Attitudes, *Educational Demand, *Educational Needs, Employee Attitudes, Employer Attitudes, High School Students, *Institutional Advancement, Needs Assessment, School Personnel, School Surveys, *Student Attitudes, Technical Institutes, Two Year Colleges, Two Year College Students
The purpose of the Northeast Iowa Technical Institute (NITI) Needs Assessment Study was to examine the constituents and clients of NITI to determine whether the present mix of vocational-technical and adult education programs and services was optimal to meet the needs of the residents of Merged Area I. Particular attention was given to the question of whether NITI would best serve its constituents as a technical institute or community college. Surveys were conducted of: (1) high school students (N=3,285), requesting information on educational plans and influences, knowledge and opinions of NITI, and favorite programs and courses of study; (2) current NITI students (N=876), requesting information on interest in further education, programs of interest, and ratings of college programs and services; (3) former students (N=954), requesting information about feelings toward the quality of education they received at NITI, and their plans for continued education; (4) area business people (N=965) and major employers (N=16), asking about contact with NITI, training needs, use of educational attainment as a criterion for advancement and promtion, preferences with respect to time and location of classes, and ratings of NITI programs and services; (5) business/labor professionals serving on NITI program advisory committees (N=327), requesting information about familiarity with NITI, assessment of NITI facilities and services, and the community college question; (6) area householders and taxpayers (N=7,992), requesting information on knowledge and assessment of NITI, attitudes toward the continuance of courses in local communities, and the need for a community college; and (7) current NITI staff (N=204), requesting information on knowledge, program needs, and attitudes toward the possible community college status of NITI. This executive summary highlights major findings from each survey and reviews resulting recommendations. (EJV)

ED 287 541 JC 870 477
Ratcliff, James L.
NITI Needs Assessment Study. A Study of the Postsecondary Educational Needs of Merged Area I.
Iowa State Univ. of Science and Technology, Ames. Higher Education Section.
Spons Agency—Northeast Iowa Technical Inst., Calmar.
Pub Date—30 Oct 87
Note—347p.; For the executive summary of this report, see JC 870 476.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Advisory Committees, College Graduates, *Community Attitudes, Community Surveys, Curriculum Development, *Educational Attitudes, *Educational Demand, *Educational Needs, Employee Attitudes, Employer Attitudes, High School Students, *Institutional Advancement, Needs Assessment, School Personnel, School Surveys, *Student Attitudes, Technical Institutes, Two Year Colleges, Two Year College Students
The study described in this report was conducted to determine whether the present mix of vocational-technical and adult educational programs and services at Northeast Iowa Technical Institute (NITI) was optimal in meeting the needs of the constituents and clients of the college. Particular attention was given to the question of whether NITI would best serve its constituent communities as a vocational-technical institute or as a community college. Section I presents introductory materials, including an overview of the study and its purpose, project management, scope, constituencies involved, terms used, study design, assumptions, and limitations. Sections II through VIII present the findings of surveys conducted among high school seniors, current NITI students, NITI alumni, area businesses, NITI program advisory committees, area householders, and NITI staff. A summary, conclusions, and 50 recommendations are presented in section IX, focusing on student recruitment, marketing and counseling, college support services, curricular subjects, staff development, and community college status. Parallel studies and references are presented in sections X and XI. Appendices contain comments from the survey respondents. (EJV)

ED 287 542 JC 870 478
Abood, Nancy V. LeBlanc, William
Facts and Figures, 1986-87: Annual Report and Statistical Digest.
Community Coll. of Rhode Island, Warwick.
Pub Date—Sep 87
Note—39p.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrators, Capital Outlay (for Fixed Assets), College Faculty, College Programs, *Community Colleges, *Educational Facilities, *Educational Finance, *Educational Trends, School Personnel, State Surveys, Student Characteristics, Two Year Colleges, Two Year College Students
Identifiers—*Rhode Island
A narrative account highlighting the achievements of the Community College of Rhode Island (CCRI) during the 1986-87 academic year is presented in this report, along with historical and current data on enrollments, programs, staff, and finances. First, a discussion is provided of enrollment, faculty and staff, educational programs, facilities, special events, athletics, the year ahead, and the CCRI foundation. Statistical data are presented on: (1) students, including student characteristics (e.g., sex, age, race, and residency), fall enrollment figures, entering students, full- and part-time enrollment, off-campus enrollment, graduates and transfers; (2) programs, including data on enrollment and graduates by program of study; (3) faculty and staff, including information on characteristics, salaries, and rank; and (4) finances, including statistics on trends in tuition and fees, general education revenues and expenditures, and student financial aid. (EJV)

ED 287 543 JC 870 479
Allen, Marcia T.
Report on Job Placement and External Transfer of 1986 Graduates.
Community Coll. of Rhode Island, Warwick.
Pub Date—[Oct 87]
Note—44p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Graduates, *College Transfer Students, Community Colleges, *Employment Patterns, Graduate Surveys, *Outcomes of Education, Questionnaires, Salaries, Two Year Colleges, Two Year College Students
From November 1986 through February 1987, the Community College of Rhode Island's (CCRI's) Job Placement Office conducted a survey of the college's 1986 graduates to gather information on the employment status and approximate salary range of graduates who joined the work force and a list of colleges currently attended full-time by graduates who were furthering their education. Questionnaire responses were obtained from 1,203 of the 1,418 graduates surveyed. Study findings included the following: (1) 53% of the graduates were employed full-time, 11% were employed full-time while pursuing education part-time, 10% were employed part-time, 2% were unavailable for work, 2% were unemployed, 12% were pursuing education full-time, and 10% were full-time students working part-time; (2) the programs with the largest number of graduates were business administration (N=365), associate degree nursing (N=211), liberal arts (N=183), and human services (N=100); (3) of 23 programs covered, the highest salaries were commanded by Instrumentation Technology graduates and the lowest by Dental Assistant graduates; and (4) a comparison of 1985 and 1986 statistics shows increases in the number of graduates

employed part-time, of graduates employed part-time while attending school full-time, and of graduates working in "career" rather than "temporary" positions. The survey instrument is appended. (UCM)

ED 287 544 JC 870 480
Wilhelmi, Charlotte And Others
Strategic Marketing: The Use of Image Assessment and Marketing Review.
Northern Virginia Community Coll., Annandale.
Pub Date—May 87
Note—52p.; Prepared by the Marketing Review Committee.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Community Attitudes, Community Colleges, Community Surveys, *Employee Attitudes, *Institutional Advancement, Marketing, Questionnaires, School Surveys, *Student Attitudes, *Student Recruitment, *Teacher Attitudes, Two Year Colleges

In 1986, Northern Virginia Community College (NVCC) conducted a marketing review to assess the achievement of marketing objectives, identify the most effective marketing activities, assess the community's awareness of and the image of NVCC, assess the perceived quality and appropriateness of the college's programs and services, and formulate recommendations to improve marketing, awareness, and image. Qualitative data were collected using the focus group technique, a group interview process involving the provost's staff on each NVCC campus, the campus councils, random samples of college staff, and sample groups of NVCC students. Quantitative data were gathered via paper and pencil surveys and/or telephone interviews of full-time faculty and staff (N=248), NVCC students (N=871), and the general public (N=324). Study findings included the following: (1) the most frequently cited reasons for choosing NVCC were "convenient location" (69%), "I can work and go to school at the same time" (64%), and "low tuition" (64%); (2) 74% of the respondents indicated that they intended to graduate from NVCC, though school statistics suggest that only 10% will graduate; (3) the quarterly schedule of classes emerged as the most effective marketing activity undertaken by NVCC; (4) only 3% of the community residents surveyed had not heard of NVCC; and (5) the perceptions of faculty and staff regarding the public's image of NVCC were lower than the public's actual image of the college. The survey instruments are included. (UCM)

ED 287 545 JC 870 481
Honors Pilot Program Evaluation, 1986-87.
San Diego Community Coll. District, CA. Research and Planning.
Pub Date—87
Note—90p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academically Gifted, Community Colleges, Dropouts, *Honors Curriculum, *Participant Satisfaction, Pilot Projects, Program Evaluation, *Student Attitudes, *Student Characteristics, Two Year Colleges, Withdrawal (Education)

In fall 1986, a pilot honors program was initiated in the San Diego Community College District (SDCCD) to meet the needs of highly motivated students. A four-part evaluation of the pilot project was conducted in 1987, involving a survey of the educational and demographic background of all honors students conducted during the beginning of the semester; a telephone survey of all students who dropped an honors class; a student evaluation of honors courses and instructors; and an evaluation of the course, program administration, and students by the faculty. Findings of the evaluation included the following: (1) 276 students enrolled in the honors program in spring 1987; (2) 44.4% of honors students were over 30 years of age in contrast to 37.6% of the general student population, and 65% had previous college experience; (3) 17% indicated that the Honors Program was one of their reasons for enrolling at the college; (4) by the end of the spring term, 91 (34.8%) of the honors students had withdrawn, with the most common reason given being conflict with work schedule; (5) overall, 28.1% of the students who enrolled in the Honors Program in spring 1987 did not qualify for the program; and (6) in general, students were enthusiastic about the Honors Program, expessing appreciation for the individualized instruction, small class size, intellectual challenge, and high standards. Questionnaires and student comments are included. (UCM)

ED 287 546 JC 870 482
Montesi, Sue
Transfer Student Analysis.
Delta Coll., University Center, Mich.
Pub Date—Sep 86
Note—94p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, *College Transfer Students, Higher Education, Questionnaires, School Surveys, *Student Attitudes, Two Year Colleges, *Two Year College Students

Studies were conducted at Delta College (Michigan) to assess the academic achievement of Delta students after they had transferred to four-year institutions and to aassess the transfer students' perceptions of Delta and of the transfer experience. In September 1983 and November 1985, statistical information on transfer students was gathered from each of the 15 Michigan public four-year colleges and universities. In 1986, a survey of 1,856 transfer students currently in attendance at the four-year institutions was conducted. Study findings, based on statistical data provided by 13 institutions, and survey responses provided by 942 (53.16%) of the transfer students, included the following: (1) in the 1983 and 1985 studies, 97% of the Delta students earned at least a 2.0 grade point average (GPA) prior to transfer and 85% earned a 2.0 GPA or better for the first term after transferring; (2) over 50% of the transfers had completed at least the equivalent of 1.5 years (46 credits) of acceptable credit prior to transfer; (3) the number of Delta transfer students reported by the four-year institutions increased by 35% between the 1983 and 1985 surveys; (4) 82% of the students attended Delta within three years of the 1986 survey; and (5) nearly 65% of the transfer students were pursuing a different program of study from their Delta major. Student comments and the survey instrument are included. (UCM)

ED 287 547 JC 870 483
Emerson, George
Transfer Scholarship Brochure, 1988-89 Academic Year.
Miami-Dade Community Coll., FL. South Campus.; National Collegiate Honors Council.
Pub Date—87
Note—74p.
Pub Type— Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Transfer Students, Community Colleges, Higher Education, Philanthropic Foundations, *Scholarship Funds, *Scholarships, *Student Financial Aid

Prepared on behalf of the Emphasis on Excellence (Honors) Program for students interested in transferring from Miami-Dade Community College to a four-year institution, this booklet offers an annotated list of 154 transfer scholarships, based on information received from 103 colleges, universities, and foundations as of October 1987. Introductory material offers general guidelines for submitting admissions and financial aid applications. Next, the six main sections of the brochure provide: (1) a scholarship calendar, including important deadline information; (2) a list of scholarships awarded by universities; (3) a list of scholarships awarded by foundations; (4) additional scholarships and information; (5) scholarships awarded by Miami-Dade Community College; and (6) graduate study scholarships and information. For each scholarship award, the following information is provided: the dollar amount and number of awards given, the award criteria, and application procedures. (EJV)

ED 287 548 JC 870 484
Harper, Jane And Others
Improvement of Instruction in Critical Foreign Languages: A Report on the 1987 Languages for Communication Workshops at Tarrant County Junior College Northeast Campus (Hurst, Texas, July 13-August 6, 1987).
Tarrant County Junior Coll., Hurst, Tex. Northeast Campus.
Pub Date—87
Note—40p.
Pub Type— Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College School Cooperation, Community Colleges, High Schools, Inservice Teacher Education, Language Proficiency, Language Teachers, Oral Language, Program Descriptions, *Second Language Instruction, *Speech Communication, *Teacher Workshops, *Teaching Methods, Two Year Colleges

Since 1985, Tarrant County Junior College, Northeast Campus, in Hurst, Texas has offered workshops and classes for secondary school teachers of foreign languages. The series of 10 16-hour workshops held during summer 1987 were intended primarily as in-service training for secondary school foreign language teachers and secondarily as a retraining for secondary school teachers specializing in areas other than language who had been assigned to teach languages the next academic year. The workshops were designed to help teachers: (1) become familiar with current terminology and methods of measuring oral proficiency; (2) increase their own oral proficiency in the language they teach; (3) increase their security and confidence in speaking that language; (4) develop an enhanced repertoire of instructional activities and materials; (5) gain cultural information about the people who speak that language; and (6) use the computer to generate instructional materials. Recruitment activities, which were conducted at local, state, and national levels, resulted in the filling of all 190 funded participant positions. The project report describes the content and outcomes of the workshops, providing pre- and post-test data on the achievement of objectives, as well as plans for 1988. Recruitment, registration, and additional evaluation materials are appended. (EJV)

ED 287 549 JC 870 488
Annual Report to the Governor, 1986-87.
Arizona State Board of Directors for Community Colleges, Phoenix.
Pub Date—[87]
Note—139p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College Curriculum, *College Faculty, *Community Colleges, *Educational Finance, *Enrollment, Enrollment Trends, Financial Support, Part Time Faculty, School Districts, School District Spending, State Boards of Education, State Surveys, Student Characteristics, Two Year Colleges, Two Year College Students, *Vocational Education
Identifiers—*Arizona

This five-part annual report provides information for fiscal year 1986-87 on the Arizona State Board of Directors for Community Colleges; the state's community college districts; college finances and enrollments; and vocational education. Section I presents the Board's statement of philosophy, delineates general expenditures, and indicates the number of teaching certificates issued. Section II contains a directory of Arizona's community colleges, campuses, and skill centers, and fall 1986 personnel information. Financial data, including information on revenues and expenditures, source of funds, general fund income, plant fund income, disposition of funds, general fund current operating expenditures, analysis of state aid income, and cost and income factors, are presented in section III. Section IV features enrollment data, displaying information on full-time equivalent student enrollment history, vocational enrollments and state aid, and headcount enrollment characteristics by age, ethnicity, residency status, and district. Section V focuses on vocational education, providing data on federal vocational education funding, funded vocational education projects, and skill centers, and concluding with a matrix showing all curriculum offerings at each of the community colleges. (EJV)

ED 287 550 JC 870 489
Schuette, Gretchen And Others
1986 Student Success Strategies: Access, Assessment, Intervention.
Pub Date—86
Note—12p.; Based on the discussions held at "Student Success Strategies," the Northwest Regional Conference of the National Council on Student Development (1st, Portland, OR, May 8-9, 1986).
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Access to Education, *College Instruction, *College Role, Community Colleges, Educational Testing, *School Holding Power, School Orientation, *School Responsibility, Student College Relationship, *Student Personnel Services, Two Year Colleges

An action conference on issues related to community college student success was held in May 1986 to stimulate and share ideas related to access, assessment, and intervention that would better ensure student success. The reports and working notes of the small groups assigned to examine these topics were used to create this summary document. Following introductory information on the conference, the issue of access is discussed in terms of four "action areas" (i.e., providing information about procedures and standards to high school and other potential students, as well as to current ones; providing services at the "front-end" which are designed to ease enrollment of any student at the time and place of first inquiry and of subsequent enrollments; providing the instructional support to students that enables academic success within the open doors of the community college; and providing services and instruction addressing the broadest possible range of student needs). Next, a discussion on assessment stresses the importance of active board support, personal interaction with students, and sensitivity to student anxieties in the assessment process. This section then considers issues related to when to assess, what to assess, and mandatory assessment. The discussion on intervention addresses the important components of coordinated college-wide commitment, orientation processes, and a system for monitoring academic progress, as well as optional intervention strategies. (EJV)

ED 287 551 JC 870 493

Tichenor, Richard

St. Louis Community College Nonreturning Students: Retention Problems or Success Stories?

Saint Louis Community Coll., MO. Office of Institutional Research and Planning.

Pub Date—9 Jan 87

Note—25p.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Dropout Characteristics, *Dropouts, Enrollment Influences, Questionnaires, School Surveys, *Stopouts, *Student Educational Objectives, Two Year Colleges, *Two Year College Students, Withdrawal (Education)

A study was conducted at St. Louis (Missouri) Community College (SLCC) to assess the extent to which data on nonreturning students represent retention problems, the achievement of non-degree goals, or the process of temporarily stopping out. Study findings, based on a 27% response to a summer 1986 survey of 1,706 fall 1985 students who did not re-enroll for the spring 1986 semester, coupled with demographic information from the college's student data system, included the following: (1) districtwide, only 16% of the nonreturning students had permanently dropped out without accomplishing their educational goals, 37% had achieved their goals, and 47% had not yet accomplished their goals, but planned to return to SLCC; (2) 24% of the full-time and 40% of the part-time nonreturning students had achieved their educational goals; (3) approximately 80% of the students who had been pursuing an associate in arts (AA) or associate in applied science (AAS) degree were classified as "stop outs"; and (4) students with a career training educational goal had the highest dropout rate (25%), followed by students with an certificate educational goal (22%), students with an AAS degree goal (20%), students with an AA degree goal (19%), students with a personal interest educational goal (14%), and students with an "improve job skills" educational goal (11%). The study report includes findings for the district as a whole and for each campus, along with a discussion of the implications of the study findings. (EJV)

ED 287 552 JC 870 501

Tripp, John D. Webb, Nan

Student Development in 1990: New Developments in Testing.

Central Piedmont Community Coll., Charlotte, N.C.

Pub Date—25 May 87

Note—13p.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Community Colleges, *Educational Testing, *Outcomes of Education, Two Year Colleges

Testing as a means of documenting progress has risen to prominence in the climate of educational crisis which followed the publication of "A Nation At Risk." New developments in testing will determine how some of the current problems now facing postsecondary education are resolved. Among these problems are the following: lack of agreement on what constitutes college-level work, evidenced by the use of more than 70 different tests in student placement and wide variations in cut-off scores; recognition of the importance of correct student placement in facilitating success; increasing proportions of part-time adult students; widely varying standards in high school grades, which have rendered the measure unreliable for college entrance; adult illiteracy in a labor market that requires fewer and fewer unskilled workers; and increased pressures to demonstrate accountability. These problems can be addressed in the following ways: (1) the creation of an "all one learning system," which will standardize what constitutes college-level work in reading, communications, and mathematics; (2) the joint use of diagnostic and placement tests, and the careful monitoring of cut-scores; (3) more accurate assessment of prior learning; (4) the use of a combination of placement, diagnostic, aptitude, and vocational tests to assess high school students' prior learning; (5) participation in the National Literacy Project and the Adult Basic Literacy Education; (6) pre- and post-matriculation competency testing as a means of demonstrating accountability to both colleges/universities and employers. A bibliography is included. (UCM)

PS

ED 287 553 PS 016 418

Kooij, Rimmert van der Hellendoorn, Joop

Play, Play Therapy, Play Research. Proceedings of the International Symposium (Amsterdam, the Netherlands, September 1985).

Report No.—ISBN-90-265-0754-2

Pub Date—86

Note—299p.

Available from—Swets Publishing Service, 347 Heereweg, 2161 CA Lisse, Holland, The Netherlands (PAOS-Series No. 6, $25.25).

Pub Type— Collected Works - Proceedings (021) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Anthropology, Children, Creativity, Exploratory Behavior, Games, Guidelines, Imagination, Individual Development, Individual Differences, Language Handicaps, Metaphors, Parent Role, Phenomenology, *Play, *Play Therapy, Pretend Play, Research Design, Teacher Role, Theories, Therapists, Toys

Identifiers—Family Therapy, *Research Results

After an introduction which briefly discusses emotional, therapeutic, phenomenological, cognitive, and developmental perspectives on play, this volume presents the complete texts of all the main lectures and a few short papers that were given at the International Symposium on Play, Play Therapy, and Play Research. Papers in part 1 concern certain phenomenological aspects of play; play as a way of dialogical development and the anthropology of play; the metaphor of games in social science research; the reversal theory perspective on play; the relationship of play to myth and hope; and ways parents and teachers can encourage children's imaginative play. Papers in part 2 explore the development of imagination in early childhood and the foundations of play therapy; different play in different children and implications for treatment; the circular floor painting game; family play therapy; evaluation of play therapy in clinical practice and how researchers and practitioners can work together in evaluations; and practice and research in play therapy. Papers in part 3 focus on research on the play therapy process; a micro-analysis of exploration and play; use of the world technique with language-disordered children; fantasy play of preschoolers as a function of toy structure; and various research approaches to play behavior. (RH)

ED 287 554 PS 016 551

EURO/PAHO Symposium on Appropriate Technology Following Birth (Trieste, October 7-11, 1986). Summary Report.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Pub Date—18 Dec 86

Note—9p.

Available from—World Health Organization, Scherfigsveg 8, Copenhagen 0, 2110, Denmark (free).

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Appropriate Technology, *Birth, Conferences, Global Approach, Health, *Infants, Inservice Education, *Medical Services, *Mothers, Prevention, Publicity, *Public Policy

Identifiers—Basic Human Needs, Research Priorities, Screening Procedures, World Health Organization

In October, 1986, The World Health Organization's regional offices for Europe and the Americas held a joint symposium attended by over 40 participants from North and South America and Europe, including obstetricians, pediatricians, health administrators, sociologists, psychologists, economists, epidemiologists, medical journalists, and service users. It was maintained that certain rights are fundamental to mothers and infants and that these rights should be reflected in the attitudes and approaches to care following birth. Included are the right to (1) choice of place of birth and primary birth attendant; (2) preservation of physical integrity and privacy for mother and child; (3) respect for birth as a highly personal, sexual, and family experience; (4) warmth, food, and shelter, especially during the first month after birth; (5) assurance of financial support adequate for the care of the family; (6) proper health care following birth; and (7) protection of children from abuse and neglect. The 50 recommendations provided in this document were formulated at the symposium and concern aspects of public policy, health and medical services, prevention and screening, routine care, unhealthy infants, research, education and training, and public information and the media. (RH)

ED 287 555 PS 016 586

Rogers, Cosby S. Ponish, Karen K.

Control of Level of Challenge: Effects on Intrinsic Motivation to Play.

Pub Date—23 Apr 87

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Difficulty Level, *Motivation, Performance Factors, *Persistence, *Play, *Preschool Children, Preschool Education, *Selection, Success

Identifiers—*Intrinsic Motivation

To investigate the effects of task difficulty level and control over the level of difficulty on children's intrinsic motivation to play, attempts and successes were recorded as 80 four-year-old children played a bean bag game. The object of the game was to hit a target from one of five distances. Each of the distances constituted a different level of difficulty. All subjects participated in both a choice condition, in which they selected target distance and were free to move at any time, and an assigned condition, in which they tossed the bag from short or long distances. Subjects were randomly assigned to easy and hard groups and to sessions in which the choice condition was either first or last. Findings indicated that in the choice condition, no main or interaction effects due to group or session were found on attempts, successes, or success-attempt ratio. In the assigned condition, more attempts and successes were made by children in the easy group than by those in the hard group. Children in the hard group made more attempts in the choice condition than did those in the assigned condition. For the easy group, no significant difference between choice and assigned conditions was found in attempts or successes. Greater persistence in the easy condition was interpreted as evidence of the facilitating effect of success. Children in the choice condition did not choose the easiest level. They had a lower success ratio, but persisted as well as children in the easy condition. (Author/RH)

ED 287 556 PS 016 746

Bullock, Merry Lutkenhaus, Paul

Volitional Skills in Toddlers.
Pub Date—Apr 87
Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987). Some pages contain small, light type which may not reproduce well.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Activities, *Age Differences, *Child Development, Foreign Countries, Individual Power, *Toddlers
Identifiers—*Volitional Skills, West Germany
Reported are studies attempting to describe the sorts of skills that toddlers need if they are to successfully complete intentional, or volitional, actions. A variety of tasks designed for children 15 to 35 months of age were administered; additional data were gathered that were relevant to the child's awareness of producing an outcome and emotional reactions to producing outcomes. Tasks were engaging; were within the manual capacity and understanding of the youngest child in the sample; and required some monitoring and control for successful completion. Specific task outcomes were explained or modeled. Each task involved conditions requiring control, such as waiting, selecting materials, or avoiding distractions. In this paper, specific tasks and results are described. General questions concerning relationships between understanding what to do, volitional skills, the self, and action are discussed. Findings suggest that much of the impetus for increasing volitional skills comes from the child's own interest in and attention to the mastering of action problems. Equally as important as external sources of control were challenges inherent in everyday, volitional actions. In general, children acquire the abilities to be the masters of their own actions through increases in their ability to monitor increasingly coherent units of action and to correct activities in midstream. (RH)

ED 287 557 PS 016 784
Miller, Christy L. And Others
Changes in Parents' Beliefs and Values during Their Children's Transition to Junior High School.
Spons Agency—Grant (W.T.) Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHHS), Rockville, Md.; National Science Foundation, Washington, D.C.
Pub Date—Apr 87
Grant—NICHHD-HD-17296; NIMH-MH-31724; NSF-BSN-8510504; WTGF-83-0917-00
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, *Beliefs, Elementary Education, *Expectation, Junior High Schools, *Junior High School Students, *Parent Attitudes, Parent Influence, *Values
Identifiers—Efficacy
This paper, which concerns changes in beliefs of parents whose children were making the transition from elementary to junior high school, describes changes in parents' (1) perceptions of their children's abilities and effort in English, math, social activities, and athletics; (2) expectations for their children's performance in each of the four domains; and (3) beliefs regarding their own efficacy and modifiability of ability in the domains. Different types of change patterns related to each set of beliefs are pointed out. Discussion also focuses on how the nature of the change in parents' perceptions of their children's abilities varied with both the children's math ability levels and the changes in the children's assignment to different types of math classes. Data were collected from parents in the fall and spring of children's years in 6th and 7th grades. Teachers rated students' math ability in the 6th grade. Various wave trends, including semester, year, and within-year changes, were analyzed. Findings indicated that children's transition to junior high school affected parents' ability estimates in English and math, with effects for math depending on children's ability in the subject. At the beginning of junior high, parents' ratings of the ability of low ability children increased, and their ratings of high ability children decreased. Parents' ratings were similar to students', and fathers' ratings were similar to mothers'. (RH)

ED 287 558 PS 016 800
Wilkins, Amy Blank, Helen
Child Care Issues To Consider in the Development of Employment and Training Programs.
Pub Date—Sep 86
Note—24p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Childhood Needs, *Costs, *Day Care, *Delivery Systems, Early Childhood Education, Early Parenthood, Low Income Groups, *Program Development, School Age Day Care, *Social Support Groups, Transportation
Identifiers—*Parent Needs, Supply and Demand
Public policy generally recognizes two basic facts about the importance of child care: child care assistance is essential if low-income mothers are to move toward self-sufficiency; and high quality supportive child care can help to provide children, and low-income children in particular, with the foundation they need to do well in school and become productive adults. However, public policy fails to recognize that members of the populations targeted for these programs are often also members of the same family. This paper argues that a single program, constituting a family support service, can meet the needs of both parents and children. The discussion provides details of such a program, and explores (1) the needs of parents, in terms of requirements for program participation and duration of child care assistance; (2) delivery systems, such as contracts, vouchers, and, with emphasis on its negative aspects, the Title IV-A Child Care Income Disregard; (3) costs of care; (4) children's needs; (5) school-age child care; (6) child care for children of adolescent parents; (7) transportation; and (8) the crisis in the overall supply of child care. (RH)

ED 287 559 PS 016 809
AIDS and Young Children: Emerging Issues. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session. Hearing Held in Berkeley, California.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
Pub Date—21 Feb 87
Note—190p.; Many pages contain small print.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06339-4, $5.50).
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Child Abuse, Children, *Communicable Diseases, Costs, *Delivery Systems, Ethnic Groups, *Health Education, *Health Services, Hearings, High Risk Persons, Incidence, Intervention, Neonates, *Prevention
Identifiers—*Child Health, Hemophilia
This field hearing in Berkeley, California examined: (1) the increasing incidence of babies born with, or at risk of contracting, Acquired Immune Deficiency Syndrome (AIDS); (2) the ability of health and social service systems to care for AIDS-infected infants and children and their families; and (3) prevention efforts to reduce the spread of AIDS. Testimony given by medical and social service personnel centered on (1) the current and expected incidence of AIDS and AIDS Related Complex (ARC) among children, women, and heterosexual adults in San Francisco; (2) the dimensions of AIDS throughout the world, in the United States, and in Alameda County; (3) implications of the incidence of AIDS in children and youth; (4) initial strategies for prevention and treatment; (5) issues facing hemophiliac children who have AIDS or have been exposed to the virus; (6) large increases in reports of child abuse and neglect in the past 5 years due to substance abuse and sexual molestation and the fact that children who are victims of this abuse are at high risk for AIDS; (7) issues concerning ethnic minority children and AIDS; (8) implications of the recent births of four seropositive infants for treatment and costs; and, in conclusion, (9) the need to educate children and youth about AIDS in a developmentally appropriate manner. (RH)

ED 287 560 PS 016 820
Davidson, Sunny Pliska, Mary
Parents Guide to Non-Violent Toy-Buying.
United Methodist Church, Washington, DC. General Board of Church & Society.
Pub Date—Sep 86
Note—27p.
Available from—Discipleship Resources for Church and Society, 1908 Grand Avenue, P.O. Box 189, Nashville, TN 37202 (Order No. CS116, $1.00, plus $1.00 shipping and handling).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Catalogs, Consumer Protection, Guidelines, Play, Profiles, *Programing (Broadcast), Resource Materials, *Selection, Sociocultural Patterns, *Television, *Toys, *Violence
Identifiers—Consumer Information, *Nonviolence
This booklet, which is designed to help parents make informed choices about the games and toys they purchase for their children, uses manufacturers' descriptions of their products to inform parents about the themes of toys intended for use in violent pretend play, and provides information about alternatives to excessively violent toys. Briefly discussed in the text are play and imagination, children's play in the 1980s, effects of televised violence, and the increase in the manufacture of violence-promoting toys. Also provided is a set of eight guidelines parents can use in selecting toys. Descriptions of violent toys, most of which were transcribed directly from toy boxes or marketing promotion material, are quotes or close paraphrases. They include such mottos as "Cries and screams are music to my ears," and "The sight of ruin only makes me crave more." To alert parents to potential dangers ascribed to some role-playing games, examples of types of characters described in various game instruction books are provided. The list of non-violent, alternative toys includes construction and action toys which encourage imaginative play. Concluding sections offer an annotated list of catalogs of alternative toys of positive play value, and lists of: (1) actions recommended for parents who wish to be involved in their children's play and television viewing; and (2) resources and organizations. (RH)

ED 287 561 PS 016 828
Heath, Robert W.
Considerations in Needs Assessment Design. Working Paper No. 1.
Kamehameha Schools/Bernice Pauahi Bishop Estate, Honolulu, HI.
Pub Date—Feb 85
Note—26p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Data, Ecology, *Longitudinal Studies, *Models, *Needs Assessment, *Research Design
Identifiers—*Hawaii, Kamehameha Schools HI
A view of needs assessment consistent with ecological frameworks is presented in this paper. Discussion focuses on intensive and extensive data types, horizontal approaches, and basic assumptions and requirements of convergent analysis. Also discussed are four linking mechanisms used to connect information among data levels used in convergent analysis: conceptual, statistical methodology, common subjects, and location. Limitations of a concurrent strategy and benefits of longitudinal research designs are also covered. The concluding discussion defines and illustrates three ways of operationally defining "need" in needs assessment studies. It is argued that discrepancy, demand, and dialogue models encompass nearly all theoretical categories of need occurring in the literature. Together these models provide a useful taxonomy for comparing models of assessment. Positive attributes and problems associated with each of the three models are pointed out. It is concluded that it would be a mistake to view the elements of needs assessment as mutually exclusive. Rather, the task of needs assessment design is to find the most useful balance among the elements that conform to the constraints and objectives of a given study. (RH)

ED 287 562 PS 016 834
All-Day Kindergarten Program. Final Evaluation Report, Fiscal 1985.
Chicago Public Schools, Ill.
Pub Date—Sep 86
Note—65p.; For Fiscal 1986 Final Evaluation Report, see PS 016 883.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Affective Measures, Attendance, *Educationally Disadvantaged, *Kindergarten, Language Acquisition, Parent Attitudes, *Parent Participation, Pretests Posttests, Primary Education, Program Evalua-

tion, Reading Instruction, Teacher Qualifications
Identifiers—Chicago Public Schools IL, *Full Day Programs
This report evaluated the third year of operation (1984-85) of the Chapter 2 All-Day Kindergarten Program. The goals of the program were to (1) promote growth in reading readiness and mathematics skills for educationally disadvantaged children; (2) further the affective growth of these children; and (3) encourage parents' increased participation in their children's schools. In the principal findings of this report it is noted that all-day kindergartners showed gains of five to eight months in six months of instruction. In addition, children whose parents participated in the classroom and who conducted learning activities at home were twice as likely to gain more through the school year than children of nonparticipating parents. Results also showed that children improved more than they regressed on all items of an affective rating scale, and that attendance rates were higher than those in city-wide kindergarten. Finally, teachers and aides appeared to be qualified for their jobs. Recommendations for teachers include: (1) replacing use of data sheets with a holistic language approach; (2) giving guidance to parents concerning learning activities for their children; (3) providing an increased number of activities in order to promote affective growth; (4) providing activities for children who finish their work early; (5) preparing and grading work out of class; and (6) retaining some children in a special pre-first grade class. (PCB)

ED 287 563 PS 016 852
Authier, Karen
Child Abuse and Neglect: A Source Book for Early Childhood Providers.
Boys Town, Omaha, NE. Center for Abused Handicapped Children.
Spons Agency—Nebraska State Dept. of Social Services, Lincoln.
Pub Date—86
Note—112p.
Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Child Abuse, Child Caregivers, *Child Neglect, Definitions, Early Childhood Education, Guidelines, *Identification, *Intervention, Pretests Posttests, *Prevention, Resource Materials, Workshops
Identifiers—*Child Abuse and Neglect Reporting
This resource handbook and workshop guide for early childhood educators and caregivers provides a wide range of information about the abuse and neglect of children. Section I, which focuses on identification, reporting, and intervention, includes information about factors contributing to child abuse; short- and long-term effects; scope and definitions of abuse and neglect; reporting law and responsibility; the reporting process; and ways to maintain a relationship with the abusing or neglecting family after making a report. Section II, which concerns prevention, outlines ways in which an early childhood center can help prevent child abuse and neglect in the community; discusses ways to minimize risk of abuse in early childhood programs; and contrasts approved and disapproved discipline practices in day care centers. The brief, concluding Section III offers advice about what educators and caregivers should do if they are accused of child abuse or neglect. (RH)

ED 287 564 PS 016 855
Sanders, Ruth Armfield And Others
Child Support and Alimony: 1985. (Advance Data from March-April 1986 Current Population Surveys). Special Studies.
Bureau of the Census (DOC), Suitland, Md. Population Div.
Spons Agency—Office of Child Support Enforcement (DHHS), Washington, DC.
Pub Date—Aug 87
Note—29p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 803-005-10005-7, $1.50).
Journal Cit—Current Population Reports; series P-23 n152 Aug 1987
Pub Type— Numerical/Quantitative Data (110) — Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Divorce, *Family Income, Family Problems, *Females, National Surveys, *One Parent Family, *Parents, Tables (Data)
Identifiers—*Alimony, *Child Support, Property Disposition
One of a series, this report presents information on the receipt by women of support payments, both those which follow divorce and separation and those for children of never-married women. The report includes information on the award and actual receipt by women of child support and alimony. The report also provides data concerning receipt and type of property settlement for women who have been divorced at some point. Information included in the report is based on advance findings from the 1986 survey conducted by the Bureau of the Census through questions supplementing the April 1986 Current Population Survey. All women 18 years of age and older were within the sampling universe for the supplemental questions. In addition to 11 text tables, the report provides five detailed tables. Appendices include definitions and explanations of terms and computations, and technical information concerning the source and reliability of estimates. A newsletter summarizing the findings is included with the report. (RH)

ED 287 565 PS 016 864
Willer, Barbara A.
The Growing Crisis in Child Care: Quality, Compensation, and Affordability in Early Childhood Programs.
National Association for the Education of Young Children, Washington, D.C.
Pub Date—Jun 87
Note—52p.
Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 10009 ($5.00).
Pub Type— Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—*Day Care, *Early Childhood Education, *Educational Quality, *Family Financial Resources, Financial Support, Program Costs, Social Problems, Teacher Effectiveness, *Teacher Salaries
This document examines the three basic needs that are currently causing a crisis in child care, namely, the needs for (1) quality programs for children; (2) adequate compensation for teachers; and (3) affordable services for families. The problems of recruitment and retention of staff and funding for child care programs are discussed. Strategies to address the needs involved with child care programs are considered. These include: (1) educating the public and the funders; (2) getting more money into the child care system; and (3) using available financial resources to their utmost advantage. A list of resources designed to provide assistance in the implementation of strategies is included. (PCB)

ED 287 566 PS 016 866
Beeson, Betty Spillers Williams, R. Ann
Sex Stereotyping of Young Children's Play in the Home.
Pub Date—[82]
Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Family Environment, *Play, *Sex Differences, *Sex Stereotypes, Toys, Young Children
Identifiers—Preference Patterns
Parents were asked to complete an information form when they registered their children in an early childhood education center. Answers to a question on the form concerning each child's favorite play activities at home were collected and examined in terms of sex differences. The parents in this study reported the same sex difference in children's play activities that have been observed in preschool settings. More boys than girls play with vehicles and blocks at home and in the preschool setting. More girls than boys are involved in art activities and dramatic play. The question might be: does the home play influence the preschool play or does the preschool play influence the home play or does the play of one setting reinforce and interact with the other. Certainly, the findings again illustrate the powerful influence of society's traditional attitudes toward sex roles. A 31-item bibliography concludes the document. (PCB)

ED 287 567 PS 016 868
Tate, Carol And Others
Children's Moral Development and Knowledge of the Legal Process.
Pub Date—Mar 87
Note—15p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, Childhood Attitudes, *Court Litigation, Elementary Education, *Elementary School Students, *Kindergarten Children, *Knowledge Level, *Moral Development, Television Viewing
A questionnaire was administered to 70 children in two age groups who averaged either 5 years, 8 months, or 10 years, 7 months of age, for the purpose of documenting their understanding of legal process and courtroom procedure. Questions probed factual knowledge and social cognition and perception. Subjects were also asked about four moral dilemmas in order to ascertain whether they understood (1) what happens in court, (2) the difference between truth and lying, (3) why and how people are punished, and (4) the difference between accidental and intentional wrongdoing. Significant differences were found in the frequency of correct responses. Older children possessed significantly greater knowledge of courtroom procedure. All children appeared to base much of their courtroom knowledge on television. Younger children did not know how to tell whether a person was lying, whereas older children frequently mentioned facial expressions as possible indicators. Younger children seemed to believe that persons who tell the truth will be believed despite circumstantial evidence against them; that people don't lie to authorities; and that truth can be determined by asking individuals whether or not they are lying. Older children thought it would be impossible to prove innocence if counterevidence existed. Overall, children thought they were as believable or more believable than adults. (RH)

ED 287 568 PS 016 872
Silverman, Benjamin K., Ed. Waddell, Anthony, Ed.
Report of the Surgeon General's Workshop on Children with HIV Infection and Their Families (Philadelphia, Pennsylvania, April 6-9, 1987).
Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Report No.—DHHS-HRS-D-MC-87-1
Pub Date—87
Note—115p.
Pub Type— Collected Works - Proceedings (021) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Children, Classification, *Communicable Diseases, Drug Abuse, Epidemiology, Females, Foster Care, Global Approach, Guidelines, Health Education, Patients, *Prevention, Workshops
Identifiers—*Child Health, Immunology, Patient Management, Sexually Transmitted Diseases
This publication summarizes current knowledge about Acquired Immunodeficiency Syndrome (AIDS) in children and recommends future directions for research, prevention, and amelioration of the effects of pediatric AIDS. After an excerpt from Surgeon General Koop's keynote address, contents provide selections from workshop presentations concerning (1) the global epidemiology of AIDS; (2) the Human Immunodeficiency Virus (HIV); (3) the immunology of pediatric AIDS; (4) transmission of HIV in the United States; (5) approaches to prevention of HIV infection; (6) the natural history of HIV infection in children; (7) HIV transmitted by blood products; (8) supportive care and treatment of pediatric AIDS; (9) intravenous drug abuse and women's medical issues; (10) education to prevent HIV infection; (11) legal issues surrounding medical care, treatment, and research on children; (12) management of the child with HIV infection, with implications for service delivery; (13) developments in and prospects for AIDS vaccines; and (14) a mother's viewpoint on the needs of families of children with AIDS. Recommendations of 10 work groups, each of which focused on a specific set of issues, and the response of the Surgeon General are offered. Appendices provide related materials, such as guidelines for management of HIV, a list of selected readings, and a classification system for HIV infection in children under 13 years of age. (RH)

ED 287 569 PS 016 874
Holdzkom, David, Ed.
Aide-ing in the Classroom: A Handbook for Teacher Aides.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Communication Skills.
Pub Date—[84]
Note—97p.
Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Child Development, *Classroom Environment, *Communication Skills, Elementary Education, Guidelines, *Language Acquisition, *Learning Activities, Literacy Education, *Teacher Aides, *Teacher Role
Identifiers—*North Carolina
This handbook, which is designed to promote cooperation between classroom teachers and teacher aides, discusses the role of the aide, aides' understanding of children, communication and learning, the classroom environment, and evaluation of job performance. The section on the role of the teacher aide includes an organizational chart of the school system, and information about interpersonal relationships and the aide in the classroom. The section about understanding of the child provides information about human behavior and development, including physical, mental, emotional, and social growth. The section on communication and learning explores foundations for literacy; use and development of language in school; the source of language development; the teacher aide's role; the linking of spoken and written language; function and form of language; functional and meaningful experiences; the process of asking young children questions; conferencing; language experience; and activities for learning to communicate. The section about the classroom environment discusses the relation of the environment to the quality of learning; classroom work stations and collectibles for them; examples of work stations; activities with blocks; work stations organized around housekeeping activities; and other kinds of work stations. Appendices provide related materials, such as finger plays, citations of books for pattern writing, and references to related reading. (RH)

ED 287 570 PS 016 875
Pace, Sandra Falconer
Students' Thinking: Developmental Framework Cognitive Domain.
Alberta Dept. of Education, Edmonton.
Report No.—ISBN-0-920794-60-2
Pub Date—Mar 87
Note—24p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Ability, *Cognitive Development, *Cognitive Processes, Developmental Stages, Elementary Secondary Education, Emotional Development, Foreign Countries, *Formal Operations, Physical Development, *Teaching Methods
Identifiers—*Alberta, Context Effect
This paper provides an introduction to the Alberta Education Developmental Framework, and describes the provincial department's position on curriculum and the cognitive domain. Intended for use in designing and implementing instruction, the developmental framework delineates the developmental stages and processes through which students progress, and includes material concerning the kinds of support students need in order to learn more effectively at various stages of growth. Appendices provide outlines of cognitive growth in general, and of affective and physical growth in early adolescence and middle adolescence. (RH)

ED 287 571 PS 016 876
Dwyer, Barry
Today's Child at School: A Parent's Guide.
Primary English Teaching Association, Rozelle (Australia).
Pub Date—87
Note—7p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Objectives, Elementary Education, *Elementary School Curriculum, Foreign Countries, *Home Study, *Institutional Characteristics, *Parent Role, *Teaching Methods
Identifiers—*Australia (New South Wales), Parents as Teachers
This guide, which is intended for parents in New South Wales, Australia, provides a description of primary school and its curriculum and guidelines for conducting learning activities with children both at school and at home. Introductory sections briefly discuss the topics of parents as children's first teachers, knowledge about children's development, facts about learning, and the goals of the children's schools. Subsequent sections describe the curriculum in general and in particular, focusing on talking and listening, writing, reading, spelling, mathematics, social studies, science, arts and crafts, music, and health and physical education. Included in each section are guidelines suggesting ways parents can provide experiences likely to further their children's academic achievement. The concluding section answers questions parents often ask about homework, testing, teaching methods, student placement, and instruction in English grammar. (RH)

ED 287 572 PS 016 877
Singer, Dorothy Kelly, Helen Bryman
Parents, Children, and TV: A Guide to Using TV Wisely.
Highlights for Children, Inc., Columbus, OH.; National PTA, Chicago, Ill.
Report No.—ISBN-0-87534-604-9
Pub Date—84
Note—67p.
Available from—The National PTA, 700 North Rush Street, Chicago, IL 60611-2571 (Publication No. TV 604/4, $1.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Childrens Television, Emotional Experience, Fantasy, Guidelines, *Learning Activities, *Parent Role, Psychological Patterns, Social Values, Stereotypes, Television Commercials, *Television Viewing, Verbal Stimuli
Identifiers—Health Hazards, *Media Appraisal, Media Use, Superheroes, *Television Role
Adapted from a series of 20 monthly columns which originally appeared in Highlights for Children, Inc.'s "Newsletter of Parenting," the material in this booklet explores: (1) ways in which television influences viewers; (2) what television teaches; and (3) some positive aspects of television. It also suggests activities for parents which will enable both parents and children to increase awareness of television usage and the effects of television. Introductory materials discuss the television lifestyle of families, effects of different television programs, and parents' role in limiting the television viewing of children. How television influences children is discussed in terms of the absence of reality from television programs; superheroes and superhero play; functions and consequences of television's audio track; television commercials; and the effect of television on children's development of self-discipline, slow deliberation, and interest in rewarding activities. What television teaches is discussed in terms of the learning of social values from television, ways television promotes behaviors hazardous to health, and stereotyping in television programing. Discussion of positive aspects of television focuses on ways television viewing can broaden horizons and offer opportunities to grow. Each subtopic in each section of the booklet is supplemented with suggested activities for parents which aim to increase their involvement in the use of television. (RH)

ED 287 573 PS 016 878
Lonnborg, Barbara Leavitt, Shelley
Single Parents and Their Families: A Guide to Involving School and Community.
Boys Town, NE. Communications and Public Service Div.; National Association of Elementary School Principals, Reston, VA.; National PTA, Chicago, Ill.
Pub Date—83
Note—42p.
Available from—The National PTA, 700 North Rush Street, Chicago, IL 60611-2571 ($2.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Community Involvement, *Family Problems, *One Parent Family, *Program Development, Resource Materials, *School Involvement, *Social Support Groups, Visual Aids, Workshops
Identifiers—Parent Teacher Association
This guide is designed to show group leaders how to organize a program on single parents and their families and present this program in two meetings. At the first meeting, presenters provide information about single-parent families; at the second they suggest ways to involve the school, the Parent Teacher Association (PTA), and other community organizations in the development of specific projects designed to assist such families. Part 1 of the guide summarizes what census data and research reveal about single-parent families–how many there are; the practical and emotional problems they face; and how successfully they cope. Part 2 describes services that schools, PTAs, and communities can provide for single-parent families. Discussion in Part 2 focuses on noncustodial parents, record keeping, in-service training, school curriculum, adult education, parent-school events, peer counseling, information and resources, community projects, child care programs, and other projects. Finally, Part 3 offers instructional resources, including a leader's guide, lists of additional readings for adults and children, an evaluation questionnaire, and visual aids to help the leader present the program. (RH)

ED 287 574 PS 016 882
Walton, Ronald E. Goldsmith, Lynn T.
Affective Signatures: Emotional Concomitants of Developmental Change.
Pub Date—[86]
Note—13p.; Some pages contain small, light type.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, *College Students, *Emotional Experience, *Expectation, Higher Education, Hobbies, *Predictor Variables, *Skill Development
This exploratory study was designed to investigate the explanatory and predictive power of the transaction between affect and cognition in the account of transitions across developmental stages within various domains. Subjects were 21 undergraduate college students from a course on intellectual development taught at Tufts University (Massachusetts). Students were told to select some domain, such as juggling, photography, tennis, or chess; to study it for the term; and to reflect on their learning process during the semester. Data were obtained through weekly progress questionnaires completed by each subject after he or she had completed each lesson. Subjects rated their level of performance and assessed their feelings about their progress and overall level of ability. In addition, subjects completed a preliminary background questionnaire that covered their "metahobby" choice and expectations for progress. Subjects' teachers were asked to rate their students' level of ability at the beginning, middle, and end of term. Findings supported the notion that a person systematically experiences various emotions when learning the skills necessary to move from novice status toward mastery status. An overall mixture of emotions was generally experienced at moderate levels of ability, while more pronounced exclusivity of positively and negatively valenced emotions occurred at higher levels of performance. Subjects who thought they would progress far did so. (RH)

ED 287 575 PS 016 883
All-Day Kindergarten Program. Final Evaluation Report, Fiscal 1986.
Chicago Public Schools, Ill.
Pub Date—Jun 87
Note—33p.; For Fiscal 1985 Final Evaluation Report, see PS 016 834.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Affective Measures, Attendance, *Classroom Techniques, *Educationally Disadvantaged, *Kindergarten, Language Acquisition, Parent Attitudes, *Parent Participation, Pretests Posttests, Primary Education, Program Evaluation, Reading Instruction, Teacher Qualifications
Identifiers—Chicago Public Schools IL, *Full Day Programs
This report evaluated the fourth year of operation (1985-1986) of the Chapter 2 All-Day Kindergarten Program. The goals of this program were that the children attending show growth in reading readiness, acquisition of number concepts, and affective development. Principal findings note that (1) attendance rates were higher than citywide kindergarten rates; (2) there was a heavy academic emphasis in all areas, a finding which conflicts with recent research in early childhood education; (3) children made academic gains of 6-8 months in six months of instruction; (4) parent involvement in their child's school resulted in significant differences in children's academic gains; and (5) children's affective gains increased significantly. Recommendations include (1) establishing interest and learning centers and including dramatization to replace drill, isolated skill development, and ditto sheets; (2) including daily experiences with books; (3) including free writing by children, focussing on meaning

rather than spelling and mechanics; (4) including language experience activities; (5) providing opportunities for extended conversations; (6) involving more parents in their child's education both at home and at school; and (7) possibly requiring an early childhood endorsement for teachers in order to assure that they are aware of developmentally appropriate activities for 5-year-olds. (PCB)

ED 287 576 PS 016 890
Hatch, J. Amos Freeman, Evelyn B.
Ohio Kindergarten Programs: Perspectives of Teachers, Principals, and Supervisors.
Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date—Apr 87
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Philosophy, *Educational Practices, Elementary Education, Ethnography, *Kindergarten, *Preschool Teachers, *Principals, School Districts, State Programs, *Supervisors
Identifiers—*Ohio
Ethnographic interviews with 36 teachers, principals, and supervisors of kindergarten programs in 12 Ohio school districts were conducted for the purpose of investigating the philosophies and practices of kindergarten programs in Ohio public schools. Broad research questions which formed the structure of the interviews focused on (1) informants' assumptions about how young children learn and develop; (2) how kindergarten classrooms were organized, children's tasks were structured, and instruction was delivered; (3) what the functions of kindergarten ought to be; (4) informants' program goals and objectives; and (5) informants' assumptions about literacy and how it is developed. Findings indicated a striking dichotomy between current theory in early childhood studies and educational practice in the schools. Kindergartens in Ohio were increasingly academic and skill oriented. Individuals who implemented kindergarten programs experienced conflict between their own beliefs and what they were expected to do in practice. It is concluded that (1) Ohio's kindergarten programs are predominantly skill centered; (2) reading instruction in kindergarten is skill oriented; and (3) while a behaviorist orientation characterizes the kindergarten programs, 55.6 percent of all informants and 66.7 percent of teachers expressed philosophies other than behaviorism. (RH)

ED 287 577 PS 016 891
Taylor, Angela R. And Others
Peer Status, Classroom Behavior, and Teacher Preference: A Developmental Study of Popular, Average, and Rejected Children.
Pub Date—Apr 87
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Elementary School Students, *Peer Acceptance, Popularity, *Preschool Children, Preschool Education, Rejection (Psychology), *Student Behavior, *Teacher Attitudes
Identifiers—Preference Patterns, *Sociometric Status
Examined were teacher perceptions of the classroom behavior of socially rejected, popular, and average children at prekindergarten, primary and later elementary grade levels. Teachers' personal preferences for children who differed in sociometric status were also investigated, as were the behavioral determinants of these preferences. Subjects were 160 prekindergarten through fifth-grade children, including 78 boys and 82 girls, who were drawn from all seven classrooms in a laboratory elementary school in northern Maryland. Two measures were used to assess children's sociometric status: a friendship nomination measure on which children indicated the names of their three best friends in the classroom, and a sociometric rating scale on which children rated how much they liked to play with each of their classmates. Classroom teachers completed the Teacher-Child Rating Scale, a measure of social-emotional adjustment, and rated their personal preference, for each child in their class. The findings, which support previous research on the behavioral bases of peer status, suggest that teachers may have different personal expectations for younger children than for older ones. For younger children, teacher preference was more closely related to children's interpersonal relationship skills; whereas for older children, teacher preference was more influenced by the children's school and social coping skills. (RH)

ED 287 578 PS 016 892
Vaughan, Mary Lynn Loadman, William E.
A Model for a Child Abuse Prevention Program.
Pub Date—May 87
Note—48p.; Paper presented at the Annual Meeting of the Association for Childhood Education International (Omaha, NE, April 30-May 3, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Child Abuse, *Child Neglect, *Crisis Intervention, Family Violence, Flow Charts, *Legal Responsibility, Models, Personnel Selection, *Prevention, *Program Administration, Program Descriptions, Program Design, Volunteers
Identifiers—*Ohio (Franklin County)
Described is the first program in the State of Ohio for serving parents who need relief from parenting responsibilities or assistance during a period of crisis. Turning Point, a joint project of the North Side Child Development Center and the League Against Child Abuse, is a crisis assistance program that operates weekends to serve a maximum of 10 children who are primarily under 5 years of age, but can be as old as 13; who reside in Franklin County, Ohio; and who have previously been abused or neglected or are at risk of receiving such treatment from their parents. This report provides a position statement; a statement of premises; a rationale; discussions of liabilities, program characteristics, goals and objectives; and the program management plan. Operational flow charts concerning program development and the intake process are included, as well as a list of references. Appendices provide a list of factors associated with family violence, a staffing schedule, and a profile of the responsibilities of volunteers participating in the program. (RH)

ED 287 579 PS 016 893
Arcus, Doreen M.
Temperamental Stability as a Function of Change in Birth Order Status.
Pub Date—Apr 87
Note—7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Change, *Birth Order, Comparative Analysis, Day Care, *Infants, *Personality, Siblings, *Toddlers, Videotape Recordings
Identifiers—Behavioral Stability, *First Born, *Only Children, Stability (Personal), Toddler Temperament Scale
As part of a study of mother-child interaction, 31 children were observed at 21 and 35 months of age to assess the influence of the birth of a sibling on the stability of temperament. All subjects were only children when they were surveyed at 21 months of age. By the time of the second observation, when subjects were 35 months old, the birth order status of 12 children changed from only child to firstborn, while 19 remained only children. Sibling and no sibling groups differed in day care attendance, with the sibling group spending less time in substitute care. All subjects were observed in their homes in a gift-giving task designed to elicit individual differences in behavioral inhibition. Videotapes of 5-minute behavior samples were scored for items such as latency of approach to the experimenter, retreats to the mother, and overtures to the experimenter. A report measure of inhibition was obtained from the approach subscale of the Toddler Temperament Scale, which mothers completed at each visit. Results indicated that temperamental continuity, specifically in the expression of behavioral inhibition, must be considered in the context of birth order and child care status. (RH)

ED 287 580 PS 016 895
Stetler, Rose
Don't Sneeze at Disease.
Resources for Family Development, Inc., Livermore, CA.
Pub Date—87
Note—61p.
Available from—Resources for Family Development, Inc., 1520 Catalina Court, Livermore, CA 94550 ($10.00; 10% discount on 25 or more copies).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Accidents, *Communicable Diseases, *Day Care, Early Childhood Education, Guidelines, *Parent Teacher Cooperation, *Prevention, Record Keeping, Records (Forms), *Safety, Teacher Responsibility
Identifiers—*Health Policy
This booklet provides basic health and safety information for child care providers. The first three sections focus on (1) how illnesses spread, ways to reduce their spreading, health checks and daily observation of children; (2) communicating with parents; and (3) medical emergencies, fire, earthquake, weather emergencies, and other emergencies. The fourth section provides related forms and worksheets, including (1) an immunization record, (2) a sample health policy statement, (3) a health policy worksheet, (4) a form authorizing the administration of medications, (5) a medication log, (6) a child identification and emergency information form for day care centers, (7) a consent for medical treatment form, (8) a worksheet for a letter notifying parents of their child's exposure to a particular disease, (9) a sample notification of exposure, (10) a sample injury report, (11) a physician's report, and (12) an authorization form for field trips. Also provided are a checklist for childproofing the day care environment, a list of supplies for first aid, and guidelines for reducing fire hazards. A short bibliography, which constitutes the fifth section, cites additional readings in the areas of child development, safety and accident prevention, illness, and first aid. (RH)

ED 287 581 PS 016 896
Janssens, Jan M. A. M. Gerris, Jan R. M.
Towards an Empirical Model of Parental Discipline Reactions, Family Climate, Child-Rearing Values and Social Class.
Pub Date—Apr 87
Note—5p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Rearing, *Conformity, *Discipline, *Family (Sociological Unit), Family Environment, Family Life, Foreign Countries, Models, *One Parent Family, *Social Class, Values
Identifiers—*LISREL Computer Program, Netherlands, Power
A starting model consisting of nine latent factors referring to parental discipline reactions, child-rearing values, family climate, and social class was developed and tested by means of a LISREL approach. Data were obtained from 300 families, including 245 two-parent and 55 one-parent families. In the main outline of this model, the following order of latent factors was hypothesized: social class would influence child-rearing values and family climate, which would in turn influence parental feelings and cognitions in discipline situations; and these parental feelings and cognitions would in turn affect power assertion and induction. After four steps of LISREL-analysis, a fitting LISREL-model, which included correlated errors of measurement between pairs of variables, was obtained. The resulting LISREL-model shows that parents with higher social status focused more on self-direction than conformity as a child-rearing value. A second major finding was that parents who focused on conformity tended to base their discipline reactions on behavioral norms and not on a positive understanding of the child's transgression. Norm orientation had a positive influence on power assertion. Also found was a direct influence of conformity as a child-rearing value on power assertion. (Author/RH)

ED 287 582 PS 016 898
Kalekin-Fishman, Devorah
Play and the Quality of Life in Childhood.
Pub Date—Jul 86
Note—15p.; Paper presented at the World Congress Meeting of the World Organization for Early Childhood Education (18th, Jerusalem, Israel, July 13-17, 1986).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Children, *Cultural Differences, *Definitions, Foreign Countries, *Play, *Quality of Life, Teacher Responsibility
Identifiers—*Israel

The widespread assumption that play enhances the quality of children's lives is investigated in this paper. Theorists and rsearchers have given the word "play" definitions which emphasize (1) its complexity and degree of approximaton of the adult world, (2) initial conditions and themes and motives that characterize the realization of different types of play, (3) outcomes, and (4) the extent to which players are governed by rules. Caillois (1979) defined play as an activity that is free, separate in time and space, uncertain, unproductive, regulated, and fictive. Huizinga (1939) viewed total involvement as the essence of play and the basis for the catharsis that players achieve. The consideration of the relation between play and quality of life begins with an investigation of Baier's (1974) definition of 'quality of life' as the unspecified degree to which regional, physical, and social environments provide the conditions which allow for optimal life advancement. This definition facilitates thought about how play contributes to optimal life advancement. Since social structure and process determine the nature of play in a given sociocultural milieu, only onsite research can uncover the meaning of play in a given society and the connections between play and the quality of life. (RH)

ED 287 583 PS 016 903
Anderson, Stanley D.
Improving Achievement, Behavior, and Parent Involvement for Middle School Students through a Behavior Management Program.
Pub Date—87
Note—98p.; Practicum Report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Behavior Modification, *Behavior Problems, Elementary Education, Grade 7, *Junior High School Students, Middle Schools, Motivation Techniques, *Nontraditional Education, *Parent Participation, Questionnaires, Student Behavior, *Student Improvement, Student Responsibility, *Underachievement

This practicum was designed to enhance methods and procedures used with 15 low-achieving, disinterested, and disruptive seventh grade students assigned to a middle school's alternative education program. The primary goal of the practicum was to increase students' responsibility for their own actions and their attention to learning. A secondary goal was to increase parent support and involvement with their child and the school. To achieve these purposes, a programmed behavior management system, called the Student Help and Reinforcement Program (SHARP), which included the use of reinforcement agents and motivational techniques, was developed and implemented during a 12-week period. Employing reinforcement agents and motivational techniques, the program involved treatment contracts, home contingency contracts, daily report cards, and homework records. Results indicated that a systematic behavior management approach incorporating positive reinforcement techniques and parental involvement can be effective in reducing inappropriate behavior and improving academic achievement. Fifteen appendices contain the questionnaire and related materials. (Author/RH)

ED 287 584 PS 016 904
Shirah, Sue S. And Others
Hiring the Untrained: Does It Really Work?
Pub Date—[87]
Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Child Caregivers, *Day Care, Early Childhood Education, *Educational Policy, *Labor Turnover, Low Income Groups, *On the Job Training, *Preservice Teacher Education, Standards
Identifiers—*National Association Educ of Young Children

The possibility of meeting current needs for entry level caregivers in day care settings is predicated on the hiring of untrained personnel. Standards of the National Association for the Education of Young Children (NAEYC) support the hiring of untrained persons and the provision of on-the-job training for them. However, data gathered from a program developed by the University of South Alabama and the South Alabama Institute which trains persons for entry level positions as child caregivers indicate that the NAEYC needs to reconsider its position. Follow-up data on 35 caregivers whose pre-training incomes were below the poverty level, and who had completed a modular tutorial instructional program with field experiences in day care sites, indicated that 34 were still working in child care 6 months after program completion; only three had transferred to another center; and only one had left the profession. The low level of job turnover is contrary to the high level usually found among child caregivers. Program data suggest that the day care setting is not the place where it is most effective to acquire entry-level skills and behaviors. Pre-entry programs with components designed for training specific competencies provide a better approach to quality assurance. (Author/RH)

ED 287 585 PS 016 905
Abbott-Shim, Martha S. Kaufman, Marsha
Characteristics of Family Day Care Providers.
Pub Date—[86]
Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Caregivers, Early Childhood Education, Educational Attainment, *Family Day Care, *Individual Characteristics, Program Descriptions, Surveys, Toddlers
Identifiers—*Infant Care

Given the rapid growth in the number of persons providing family day care services and the paucity of current data describing their characteristics, investigations of factors related to family day care settings are needed. To address this need, a family day care questionnaire was developed and sent to approximately 2,000 providers. Nearly 700 questionnaires were returned and analyzed to produce a description of the family day care setting in terms of providers' background, and educational and training history; the size and profile of the family day care business; and program features. It was found that the vast majority of providers were women in their 20s, 30s and 40s who had no specialized training and who had been providing care for 1 to 5 years. Descriptive characteristics related to the size and profile of the family day care business supported national statistics indicating that over 80 percent of providers care for infants and toddlers. Concluding remarks describe the business practices of providers and daily program characteristics. (Author/RH)

ED 287 586 PS 016 906
Barrett, Martyn And Others
Visual Realism in Children's Drawings: The Effect of Instructions.
Pub Date—Sep 87
Note—11p.; Paper presented at the Annual Conference of the British Psychological Society Developmental Section (York, England, United Kingdom, September 11-14, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Foreign Countries, *Freehand Drawing, *Performance Factors, *Preschool Children, Preschool Education, *Verbal Communication
Identifiers—*England, *Instructions

Recent studies have revealed that 5-year-old children can be induced to produce visually realistic drawings, either by manipulating the nature of the model which is being drawn, or by turning the drawing task into a communicative game. However, it has also been found that 5-year-olds cannot be induced to produce visually realistic drawings merely because they have been given highly explicit verbal instructions to do so. The present paper reports two experiments, both involving 160 subjects, which were designed to explore this matter further. The first experiment, which required that subjects draw either two balls or one cup, indicated that, contrary to previous findings, explicit instructions can sometimes elicit visually realistic drawings from 5-year-old children. The second experiment, which required children to draw two balls, indicated that it is the content rather than the length of the explicit instructions which induces children to produce visually realistic drawings. (Author/RH)

ED 287 587 PS 016 907
Wynn, Ruth L.
A Developmental Study of Parenting Attitudes in England and the USA: A Cross National Study.
Pub Date—Sep 87
Note—12p.; Paper presented at the Annual Conference of the British Psychological Society Developmental Section (York, England, United Kingdom, September 11-14, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Age Differences, *Child Rearing, Cohort Analysis, Comparative Analysis, Cross Cultural Studies, Foreign Countries, Parent Role, *Social Attitudes, *Social Change
Identifiers—*England, *United States

Investigated as a function of adults' birth cohort–a group of adults born during a specific time period–were beliefs influencing current attitudes toward parenting that prevail in England and the United States. Particular attention was given to the value attached to parental role in relation to the specific roles of spouse and worker. The total sample consisted of 155 volunteers, male and female, ranging in age from 18 to 76 years, diverse in occupational, marital and parental status, and religious and political affiliation. National subsamples differed only in religious affiliation. Parents comprised 56 percent of the sample. The youngest cohort, consisting of participants ranging in age from 18 to 27 years, was for the most part single and childless. Findings revealed only two significant differences for gender, occupational status, and attitudes about providing for the divorced family, both of which appeared to be related to economic issues in the workplace. National differences were slight, suggesting that the processes changing parental attitudes are not geographically restricted. Differences associated with cohorts were more numerous. Of those born before 1930, a higher percentage than in other groups rejected the idea of divorce and believed that it is detrimental to parents and children. Concluding remarks assert that the traditional model of the family which has dominated academic research seems to restrict thinking about parenting. (RH)

ED 287 588 PS 016 908
Keller, Monika Hoppe-Graff, Siegfried
The Development of the Friendship Concept: Focusing on Individual and Issue-Specific Patterns.
Pub Date—87
Note—28p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Children, *Concept Formation, Foreign Countries, *Friendship, *Individual Development, Models, Predictor Variables, *Research Problems
Identifiers—*Developmental Patterns, *Structural Analysis (Psychology), West Germany

In his conceptualization of the developmental course of interpersonal understanding, Selman (1980) specifies a set of issues which are central to the concept. For each issue, he assumes that development proceeds through an ordered sequence of ontogenetic levels and that developmental progress has a high degree of inter-issue consistency. In contrast to the explicit assumptions about changes at the issue level, his empirical presentation relates mainly to the general course of development and does not systematically analyze issue-specific, intra-individual patterns of development. Reported here are data from a longitudinal study involving 73 children who were given a friendship interview when they were 9, 12, and 15 years of age. The interviews were analyzed separately for six friendship issues in order to establish the degree of consistency and variability between both individuals and issues. A number of results contradict or supplement Selman's statements. It is concluded that descriptions of "the general course of development" may lead to biased accounts of developmental changes. (Author/RH)

ED 287 589 PS 016 909
Schaefer, Earl S. And Others
Mother-Child Relationship Correlates of Mothers' Reports of Child Behavior.
Pub Date—Aug 87
Note—32p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Behavior, Birth Weight, Children,

Elementary School Students, Kindergarten Children, Low Income, *Mothers, *Parent Child Relationship, *Perception, *Personality, *Psychopathology, Rating Scales
Identifiers—*Child Behavior
Studies tested the hypothesis that patterns in parents' perceptions of their children's behavior toward them will correlate significantly with patterns in parents' reports of their children's personality attributes and psychopathology. A low-income (LI) sample was drawn from participants in a longitudinal study of mother-child interaction and child development that began during mothers' pregnancy. Data were collected from 211 mothers interviewed three years after their children began kindergarten. Mean age of the sample was 29.9 years; mean educational level was 11.5 years; and mean annual income was 6,500 dollars. A parallel cross-sectional study conducted during children's kindergarten year included interviews with 200 mothers of singleton, low-birth-weight (LBW) children born during a 2-year period. Mothers' perceptions of their children were obtained with the Parent Report of Child Behavior toward the Parent Inventory's (CBTP) scales for instrumental independence, positive involvement, compliance/obedience, resisting/controlling behavior, and detachment/distance in interaction with the mother. Mothers' perceptions of their children's personalities and psychopathologies were obtained with the Child Adaptive Behavior Inventory's scales for competence, altruism, antisocial/hostile behavior, hyperactivity, somatic complaints, and depression for the LBW sample, with added scales for apathy and asocial behavior for the LI sample. Results are discussed. The short form of the CBTP is appended. (Author/RH)

ED 287 590 PS 016 911
Cuddeback, Catharine, Comp. Richardson, Mary Jo, Comp.
A Guide for Developing School Age Child Care Programs: A Manual for Starting and Expanding School Age Child Care Programs in Minnesota.
Minnesota State Dept. of Education, St. Paul.
Pub Date—Mar 87
Note—241p.
Available from—MCSC, 3554 White Bear Avenue, White Bear Lake, MN 55110-5496 (within Minnesota, $11.50, postpaid; outside Minnesota, $15.25, postpaid).
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Certification, Childhood Needs, Classification, Curriculum Development, Employers, Guidelines, Individual Development, Literature Reviews, *Program Development, *Program Implementation, *Public Policy, Records (Forms), Resource Materials, *School Age Day Care, Standards, State Surveys
Identifiers—*Community Needs, *Minnesota
This manual is designed mainly to assist persons or groups interested in starting or expanding school age child care programs (SACCP). The seven sections explore (1) survey findings on the status of school age child care in Minnesota; (2) types of SACCPs in the state; (3) the need for school age child care in Minnesota; (4) public policy issues concerning the care of school age children; (5) five steps involved in starting a SACCP; (6) the related literature; (7) Minnesota's views on school age child care, including discussions of developmental needs of school age children, curriculum development for SACCPs, the role of employers in school age child care, programs and services to support the child in self-care, and the appropriate environment for older children. Appended materials, which constitute more than half the guide, include survey forms, lists of resources, a statement of licensure standards, program planning materials, registration forms, management forms, safety and health forms, menus and food program profiles, personnel management forms and guidelines, and program evaluation materials. (RH)

ED 287 591 PS 016 912
Longstreth, Langdon E. Alcorn, Mark B.
Practice: How Similar Must It Be To Affect Block Design Scores?
Pub Date—[87]
Note—22p.; The last page may not reproduce well.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Gains, *Games, *Intelligence Tests, Kindergarten Children, Performance Factors, *Preschool Children, Preschool Education, Primary Education, *Test Results, *Transfer of Training
Identifiers—Critical Analysis
It was recently concluded that experiments "indicate that relatively brief interactions with a commercial game can cause a significant improvement in children's performance on an IQ subtest" (Dirks, 1982). The present paper makes three points. First, Dirks' analyses were not appropriate to the research question, and hence provide no rigorous evidence justifying the conclusion. Second, even if the analyses had been appropriate, the most the experiment could possibly have demonstrated was that a game nearly identical to the Wechsler Intelligence Scale for Children–Revised (WISC-R) Block Design subtest could elevate subjects' scores on the subtest. Third, by employing two games of less but still substantial similarity to block design tasks, the present experiment found no evidence of positive transfer to the Block Design Subtest of the Wechsler Preschool Primary Scale of Intelligence (WPPSI). Taken together, it would appear that, for the present, there is no rigorous evidence that games of any degree of similarity other than identity (test-retest effect) affect scores on the WISC-R or WPPSI subtests. (Author/RH)

ED 287 592 PS 016 913
Honig, Alice Sterling And Others
Discipline, Cooperation and Compliance: An Annotated Bibliography.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0023
Note—88p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (Catalog No. 203, $6.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, *Classroom Techniques, *Compliance (Psychology), *Cooperation, *Discipline, Elementary Education, *Family Life, Guidelines, Preschool Education, *Young Children
Identifiers—Research Results
Cited in this annotated bibliography are (1) research studies about discipline, compliance, and cooperation in homes, schools, and child care settings; and (2) practical materials about effective discipline; classroom management techniques for teachers, day care workers, and school administrators; and home management techniques for parents. Some citations with self-explanatory titles do not include annotations. (RH)

ED 287 593 PS 016 915
Cornelius, Georgianna
Critical Skills for the Early Childhood Educator.
Pub Date—Apr 87
Note—14p.; Paper presented at the Annual Meeting of the Association for Childhood Education International (Omaha, NE, April 30-May 3, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Competence, Higher Education, Preschool Education, *Preschool Teachers, *Preservice Teacher Education, Skill Analysis, Surveys, *Teacher Role, *Teaching Skills
An increasing number of students in early childhood education are questioning critically the relationship of their professional training and academic background to the realities of their role as educators. This reflection has identified skills required for their work as educators for which they have not been adequately trained. To identify skills considered crucial for a pre-service teacher in early childhood education, 40 early childhood educators in preschool education settings were interviewed and administered a questionnaire. Results showed that the skills required of the early childhood educator are numerous. The teacher's role goes well beyond the provision of custodial care, and requires planning in many aspects of children's development. Observation skills, planning integration skills, and diagnosis of children's needs were rated as extremely important by the majority of the participating teachers. All participants indicated that parent conferences were important, but that they were not a priority in their training. In general, a variety of skill areas were identified as being important, indicating the complexity of the early educator's role. (RH)

ED 287 594 PS 016 918
Partridge, Susan
The Present Kindergarten Dilemma: A Discussion.
Pub Date—87
Note—12p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Practices, *Kindergarten, Preschool Teachers, Primary Education, *School Entrance Age, *Standardized Tests, Teacher Attitudes
Identifiers—*Academic Pressure
There is a great deal of concern on the part of not only educators, but also politicians, counselors, psychologists, researchers, members of boards of education, and parents, regarding current issues concerning kindergarten education. Central to these issues is the push for academics. With this push has come standardized testing, workbooks, and a decrease in the value given to play as a worthwhile activity for 5-year-olds. In addition, the rate of failure among kindergarten students has given rise to discussion about cut-off dates for entering kindergarten and pretesting for kindergarten children. There has also been concern about whether kindergarten programs should be half-day or full-day. Although there are differing opinions among educators as to how to resolve these issues, teachers are the ones who are best able to take into account all the issues, and come up with solutions that will be in the best interests of children. (PCB)

ED 287 595 PS 016 924
Axia, Giovanna And Others
The Development of Social Pragmatics: A Cross-National Study of the Case of Linguistic Politeness.
Pub Date—Sep 87
Note—21p.; Paper presented at the Annual Conference of the Developmental Section, British Psychological Society (York, England, United Kingdom, September 11-14, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Age Differences, *Child Development, Comprehension, Cross Cultural Studies, *Cultural Differences, Foreign Countries, Language Research, Peer Groups, Pragmatics, Social Status, *Sociolinguistics, *Speech Acts
Identifiers—England, Familiarity, Italy, *Politeness, *Requests
These two studies, which were part of a cross-national project exploring the development of Italian and British children's understanding of sociolinguistic rules, investigated politeness in children's requests addressed to adults and children, and children's views on how requests addressed to persons differing in status and familiarity would be expressed and answered. Participants in study 1 were 64 4- to 9-year-old Italian and 42 4- to 8-year-old English children; study 2 involved 40 7- to 9-year-old Italian children. Findings of study 1 indicated that older Italian and English children used level of linguistic politeness as a cue for identifying addressees of requests. This behavior was in contrast to that of the younger members of the groups. Findings of study 2 suggested principles guiding Italian children's views about using linguistic politeness, namely, that one should: (1) be polite when addressing people; (2) expect polite directives from peers but do not expect much politeness from adults; (3) be polite with both familiar and unfamiliar people, but expect less politeness from unfamiliar than from familiar people; and (4) expect more politeness between unfamiliar peers than between familiar peers, but less politeness between unfamiliar adult and child than between familiar adult and child. Italian children seemed to base their requests mainly on interrogative forms and on the use of "please." As age increased, they used auxiliary verbs and justifications. (RH)

ED 287 596 PS 016 925
Sweet, Richard
Employment Patterns Affecting Parents. Staff Brief 86-17.
Wisconsin State Legislative Council, Madison.
Pub Date—8 Sep 86
Note—53p.

Pub Type— Reports - Descriptive (141) — Legal/-Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Employed Parents, Employed Women, *Employment Patterns, *Federal Legislation, Flexible Working Hours, Health Insurance, Mothers, Part Time Employment, Policy, *State Legislation
Identifiers—Parental Leave, *Wisconsin
Prepared in 1986 for the Wisconsin Legislative Council's Special Committee on Employment Disincentives, this staff brief describes employment patterns which affect participation in the work force by persons with children. Part I summarizes the participation of persons with children in the work force, primarily women who are heads of households and women who are part of two-income families. Part II, which concerns parental leave, describes state and federal laws and proposed legislation, and provides other relevant information. Parts III and IV further describe state and federal laws and provide other relevant information regarding, respectively, alternative work schedules, and the provision of health care to low-income persons. Appendices provide: (1) a summary of parental leave policies for state employees, by state; (2) Wisconsin law on part-time and flextime work schedules; (3) Wisconsin administrative rules on part-time and flextime work schedules; (4) a comparison between the Federal and Wisconsin laws on continuation of health insurance coverage; and (5) Wisconsin law on the state's health insurance plan. (RH)

ED 287 597 PS 016 926
Karweit, Nancy L.
Full or Half Day Kindergarten-Does It Matter? Report No. 11.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—Apr 87
Grant—OERI-G-86-90006
Note—55p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Comparative Analysis, *Disadvantaged Youth, Enrichment, *High Risk Students, *Kindergarten, Literature Reviews, *Program Effectiveness, *Time Factors (Learning)
Identifiers—*Full Day Programs, *Half Day Programs, Research Synthesis, Short Term Effects
Part of the Effective Programs for Students At Risk project, this study examines research findings concerning program effects on students attending either full-day or half-day kindergartens. Through use of the best-evidence synthesis technique, the study categorizes existing studies in terms of their methodological rigor and assigns most importance to the studies which are more rigorous. Findings indicate that under-achieving and disadvantaged students benefit from the additional instruction provided in full-day programs, but the benefits are found only on short-term measures. Disadvantaged students receiving additional instruction were the primary source of positive effects. No long-term effects were demonstrated. The synthesis suggests that the added time gained in a full-day program may be valuable to disadvantaged students, but the type of instructional program provided may be even more important. It is concluded that future research should examine what types of kindergarten instructional programs are most effective for disadvantaged students. (Author/RH)

ED 287 598 PS 016 927
Guddemi, Marcia Priess
Play and Culture: Implications for Teachers.
Pub Date—Sep 87
Note—16p.
Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acculturation, *Cultural Awareness, *Culture, Elementary Education, Guidelines, *Multicultural Education, *Play, Social Class, *Teacher Characteristics, *Teacher Role
Discussion begins with an exploration of the relationship between play and culture and concludes with recommendations for teachers of children in multicultural classrooms. Intermediate sections discuss cultural awareness and the role of the teacher in promoting cultural understanding among children. Included in the discussion are remarks about numerous functions of play, a list of five facts considered important in dealing with cultures and American social classes, and a list of skills and characteristics that are necessary and desired attributes and abilities of teachers assigned to multicultural classrooms. Teachers are advised to remember that most Americans are not middle class, most lower class Americans are white, most welfare recipients are white, working class and middle class are not synonymous, and every cultural group has its own social hierarchy of classes. It is specifically recommended that teachers (1) provide many opportunities for dramatic play; (2) use manipulatives from the child's environment; (3) use literature that reflects many cultural backgrounds; (4) encourage language in informal settings; (5) celebrate many multicultural customs and games; (6) provide daily routines and activities for the entire group; (7) invite parents into the classroom as resources and models; and (8) address the special needs of the interracial child. (RH)

ED 287 599 PS 016 928
Ishigaki, Emiko Hannah
The Children of the Computer Generation: An Analysis of the Family Computer Fad in Japan.
Pub Date—[86]
Note—34p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Business, Children, Computer Software, Elementary Education, Elementary School Students, Foreign Countries, *Games, Junior High Schools, Junior High School Students, *Kindergarten Children, *Play, Rural Urban Differences, Social Problems, *Sociocultural Patterns, Surveys, *Video Equipment
Identifiers—*Computer Games, Fads, *Japan
Results of a survey of grade school and junior high school students suggest that Japan is now caught up in a TV game fad called Family Computer (Fami-Com). Fami-Com is a household electric machine for video games that allows players to use more than 100 currently marketed software products. Since its introduction in 1983, the popularity of the product has continuously grown. Books revealing how to score high on Fami-Com games are best sellers. More than 100 magazines have featured articles on how to master Fami-Com games. The content of more than 10 magazines focuses exclusively on the game machine. Additionally, the education industry has begun to develop study materials related to the family computer. Provided in this report are findings of surveys of (1) regional and age differences in ownership of the game, (2) ownership among kindergarten children, and (3) parent attitudes about problems and possibilities associated with the game. Also provided are discussions of characteristics of the game; characteristics of children's play in Japan today; and the social, psychological, and physical influences of the game. These discussions are followed by an exploration of problems associated with computer play, including addiction, absence of original experiences, altered thought processes, and solitary play. References are included (in Japanese). (RH)

ED 287 600 PS 016 929
Brown, Sonja
Preventing Unemployment: A Case for Early Childhood Education. A Report of the Future Employability/Early Childhood Development Task Force.
Minneapolis Community Business Employment Alliance, MN.
Spons Agency—Minneapolis Foundation, Minn.
Pub Date—Dec 85
Note—57p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Children, Costs, Developmental Programs, *Early Childhood Education, *Educational Quality, Individual Development, *Low Income Groups, Outcomes of Education, Poverty, Preschool Children, *Prevention, Social Support Groups, State Programs, *Unemployment
Identifiers—*Early Intervention Programs, *Minnesota (Minneapolis)
A task force was convened to study the relationship between early childhood development and future employability for potentially hard-to-employ youth in the city of Minneapolis, Minnesota. After an initial executive summary and overview, this report cites findings, conclusions, and recommendations, and discusses (1) the growing challenge of unemployment, (2) the process of starting training to improve employability at an earlier age than is customary, (3) the employability continuum in Minneapolis, and (4) developmental programs in other states. It was found that early childhood education does affect future employability, especially for low-income children. Results of longitudinal studies clearly demonstrate that high-quality early childhood development programs targeted to children from poor families pay enormous returns. When such children are given early education experiences, their adult employment rate doubles, and the public pays fewer special education, job training, and welfare costs. Appendices provide a list of child care facilities in Minneapolis and lists of special programs and resource persons. (RH)

ED 287 601 PS 016 931
Nurss, Joanne R.
Some Indicators of Literacy Development in Prekindergarten: A Research Report.
Pub Date—Sep 87
Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Auditory Perception, *Basic Skills, Classroom Research, *Concept Formation, *Literacy, Literacy Education, *Oral Language, *Preschool Children, Preschool Education, Visual Learning
During a 5-month period, an attempt was made to describe the literacy concepts of 12 children 5 years of age who attended a prekindergarten program rich in oral language experiences. Assessments were made in the classroom of the children's concepts of print, phoneme awareness, logo recognition, reading, and writing, through use of (1) the Metropolitan Readiness Tests, Early School Inventory: Preliteracy; (2) Hagtvet's Phoneme Awareness test; (3) Nurss' Logo Recognition task, (4) Hagtvet's Reading Tasks instrument; (5) writing tasks; and (6) performance during a curriculum unit on fairy tales. Findings indicated that the children needed more exposure to books, stories and "language experience dictation" to further develop print and story concepts. They required more opportunities to write their own stories, messages, and captions. They needed continued opportunities to retell and dramatize stories using puppets and the flannel board. Correlations among variables suggested that aural skills of hearing and blending sounds have an important relationship to visual concepts of print, understanding of the reading task, and recognition of some whole words and symbols. Three data tables are included. (RH)

ED 287 602 PS 016 932
Bomba, Anne K. And Others
Personality Correlates of Conceptual Tempo.
Pub Date—Mar 87
Note—8p.; Paper presented at the Annual Meeting of the Oklahoma Home Economics Association (Chickasha, OK, March 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Style, *Conceptual Tempo, *Personality, *Preschool Children, Preschool Education
Temperament characteristics of 63 4- and 5-year-olds were assessed for the purpose of investigating the relationship between classifications of conceptual tempo and underlying personality factors. Subjects were classified as impulsive, reflective, fast accurate, and slow accurate on the basis of performance on Form A of Wright's (1971) Kansas Reflective-Impulsive Scale for Preschoolers (KRISP). McDevitt and Carey's (1978) 100-item Behavioral Style Questionnaire (BSQ) was used to assess temperament. The questionnaire was filled out by a parent of each subject and includes separate scales for activity, adaptability, approach, distractibility, intensity, mood, persistence, rhythmicity, and threshold. Data indicated that errors on the KRISP were related to the personality variables of activity, adaptability, and distractibility, but latency to first response scores on the KRISP were related to none of the personality variables. No significant differences were found for the four conceptual tempo groups or any of the nine temperament characteristics. It is concluded that conceptual tempo is relatively independent from temperament. (RH)

ED 287 603 PS 016 934
Hills, Tynette W.
All-Day Kindergarten: Resources for Decision-Making.

New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
Pub Date—Sep 85
Note—103p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Boards of Education, *Decision Making, Educational History, Financial Support, *Kindergarten, *Outcomes of Education, Primary Education, *Program Development, *Program Implementation, Resource Materials
Identifiers—*Full Day Programs, New Jersey
This booklet, which was developed to accompany training workshops offered through the regional curriculum service units of the New Jersey State Department of Education, provides an overview of issues involved in the making of educationally sound decisions about establishing and implementing all-day kindergarten programs. The booklet is designed for those who have the responsibility of studying, recommending, or planning an extended-day kindergarten program. Such individuals include district administrators and supervisors, school board members, teachers, parents, and other community representatives who are members of a district study committee. The booklet overviews kindergarten today, and explores (1) reasons for extending to a full-day schedule; (2) effects of all-day kindergarten; (3) planning issues; (4) a typical course of action by local boards of education; and (5) resources for program planning. Appendices provide statements of principles and philosophy of early childhood education; regulations governing kindergarten in New Jersey; comparative findings and annotated reviews of studies of all-day kindergarten; a summary of boards' typical action procedures; resources for obtaining additional assistance; and a guide to the use of Chapter 1 and state compensatory education funds. (RH)

ED 287 604 PS 016 935
Dzama, Mary Ann Gilstrap, Robert L.
Providing Books for Young Children: The Role of Parents.
Pub Date—1 May 87
Note—9p.; Paper presented at the Annual Meeting of the Association for Childhood Education International (Omaha, NE, April 30-May 3, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Library Circulation, Library Collections, *Library Role, Literacy Education, *Parent Role, *Prereading Experience, *Preschool Children, Preschool Education, Public Libraries, School Libraries
Informal talks with teachers and head librarians, interviews with three preschool directors, and a review of literature were conducted to investigate the reasons why parents of preschool children infrequently used the public libraries available to them. Preschool directors were not surprised that only 45 percent of parents participating in a descriptive study used the public library as the primary source for books they read to their preschool children. They attributed parents' low level of library use to their relative affluence and disinclination to make the effort required to use the library. All directors provided children's books in the classroom, and made additional efforts to promote children's literacy, but none of the preschools had a library. Head librarians expressed surprise and concern about the finding of low use by parents. They suggested that services for preschool children were insufficient and briefly described their programs for preschoolers, their parents, and caregivers, as well as special programs planned for the future. Concluding discussion lists strategies and activities recommended by teachers, professional education associations, and librarians. (RH)

ED 287 605 PS 016 936
Leigh, Cindy And Others
Developing Skills of Assistant Teachers: A Staff Development Guide.
Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
Pub Date—Jun 87
Note—55p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Child Development, Classroom Communication, *Classroom Techniques, Communication Skills, *Discipline, *Interpersonal Competence, Learning Centers (Classroom), *Skill Development, *Teacher Aides, Teacher Student Relationship, Teaching Guides, *Training, Visual Aids
Identifiers—*Mississippi
Each of the four sections of this staff development guide focuses on areas of skills which assistant teachers must possess, namely, skills in (1) communication and interaction, (2) child development and discipline, (3) management and organization, and (4) facilitation of learning in activity centers. Communication skills are discussed in terms of the standard use of grammar, correct spelling, and standard lettering techniques. Material concerning interaction with children explores questioning techniques, language exerience techniques, invented spelling, and labeling. Principles of child development and techniques of discipline are discussed. Discussion of management and organizational skills provides useful tips. In the final section of the text, activities are suggested for assistant teachers to use in activity centers for housekeeping, blocks, language and library, art, science, math, music and movement, woodworking, cooking, and sand and water. Approximately one-half of the guide consists of designs for transparencies to be used in training assistant teachers. (RH)

ED 287 606 PS 016 940
Ziegelman, Elinor G.
The Effects of Home-Based and Center-Based Teaching Strategies on Head Start Children's Language Development.
Pub Date—[86]
Note—12p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Disadvantaged Youth, *Home Schooling, *Language Acquisition, *Parent Participation, *Preschool Children, Preschool Education, Pretests Posttests, *Program Effectiveness, *School Activities
Identifiers—Home Based Programs, *Parents as Teachers, Project Head Start
The purpose of this study was to determine the effect of a parent-teaching home-based program, as compared to a teacher-oriented center-based program, on children's preschool language skill development. Participants were 27 boys and 26 girls selected from 116 enrollees in a 4-county Head Start program. A pretest-posttest control group design was used. The experimental group consisted of 23 home-based subjects and 30 center-based subjects. For approximately seven months, parents in the home-based group received weekly instruction outlining teaching procedures for a language skill their child had not developed. Throughout each week, parents followed instructional guidelines and recorded their child's daily progress. Members of the center-based group received class instruction and were periodically tested in a classroom situation. The independent variable was home-based language instruction. The dependent variable was language development as measured by the Learning Accomplishment Profile, which was administered as pretest and posttest. In general, the study demonstrated that the weekly parent-teaching home-based program had a significantly greater effect on children's language development than the class-oriented center-based program. Home-based boys made significantly greater language gains than home- or center-based girls. (Author/RH)

ED 287 607 PS 016 942
Hardman, Margaret A.
The Development of Social Role Understanding.
Pub Date—Sep 87
Note—21p.; Paper presented at the Annual Conference of the British Psychological Society Developmental Section (York, England, September 11-14, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, *Children, *Comprehension, *Definitions, *Expectation, Foreign Countries
Identifiers—Constructivism, *England, *Social Roles, Symbolic Interactionism
This study investigated the social role understanding of 72 children aged 5, 8, and 11 years. An illustrated story, written especially for the project, was used as the basis for conducting a semistructured interview with each child. The main aspects examined included role definition and children's understanding of the role's characteristics; and the status and importance of social role expectations. Results revealed significant differences in understanding between the three age groups. The youngest children defined roles in terms of the specific actions and salient perceptual details of familiar people who normally performed the role. These children showed no awareness of possible differences in expectations between and within roles according to role relationship, and conceived role expectations as inflexible laws. The understanding of these children was characterized by its rigid, static, and behavioral qualities. The older children increasingly defined roles by giving an abstract definition encompassing a variety of actions and referring to their societal function. These children showed understanding of differences in expectations in both overt behavior and covert role-associated attributes according to role relationship, and were able to accept deviations from the stereotypic expectations normally observed. Results were discussed in relation to previous research and the symbolic interactionist interpretation of the characteristics and importance of social role understanding. (Author/RH)

ED 287 608 PS 016 946
Ross, Helen Warren
The Origins of Jealousy.
Pub Date—[80]
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Day Care, Early Childhood Education, Emotional Experience, *Females, *Infant Behavior, *Jealousy, *Mothers, *Parent Child Relationship, Videotape Recordings
Identifiers—Coding, *First Born
Observations in an infant day care program in which mothers take part indicated "jealousy" in infants as young as 5 months when they saw their mother or even the assigned caregiver paying attention to another infant. A total of 18 first-born females between 11 and 13 months of age were the subjects in a systematic study of this phenomenon. Infants were videotaped through a one-way mirror under four conditions: baseline, mother-mother interaction, mother-other baby interaction, and mother-baby interaction. Behavior of the experimental infant was coded using a time sampling technique with 43 mutually exclusive events. Intercoder reliability was 92.4. An analysis of variance for repeated measures revealed significant differences. When infants observed their own mother play with another infant of the same age, exploratory and interactive toy behavior decreased. Unexpectedly, proximity-seeking and orienting to mother also decreased. Practical and theoretical implications of the findings are discussed. (Author/RH)

ED 287 609 PS 016 947
Fowler, Susan A. And Others
Individualizing Family Involvement in School Transitions.
Kansas Univ., Lawrence. Bureau of Child Research.
Pub Date—[86]
Grant—HCEE-024-BH-50009
Note—31p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Disabilities, *Parent Participation, *Preschool Children, Preschool Education, Primary Education, *Questionnaires, *Test Construction
Identifiers—*Transitional Activities
Research indicates that the transition of children from one educational program to another can be stressful. Two questionnaires, called Transition Planners, were developed to help parents think about and prepare their learning impaired or handicapped children for the transition from preschool to elementary school. Thirty families were targets of transition programming: 18 lived in a suburban community and 12 in a rural county. Parents were eligible for participation if their child attended one of four special preschool classrooms and anticipated attending a new program. Categories and items included in the planning aids were chosen after conversations with parents, review by professionals, and 1 year of pilot testing. Transition Planner 1 was designed for use prior to the planning of the child's indivdualized educational plan in the fall of the final preschool year. This Planner assists parents in identifying sources of information regarding transition and ways to prepare for it. Transition Planner 2 was designed for use prior to the school placement meeting during the spring of the child's final preschool year. This Planner helps parents identify program characteristics which they consider relevant to their child's placement, and can be used to evaluate pro-

grams visited by parents. Findings of analyses of parents' responses to questionnaire items and of group comparisons are discussed. (RH)

ED 287 610 PS 016 948
Hains, Ann Higgins And Others
A Comparison of Preschool and Kindergarten Teacher Expectations for School Readiness.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, Md.; Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Pub Date—87
Grant—G024BH50009; NIMH-RO1-MH-20410-15
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Expectation, *Kindergarten, Preschool Education, *Preschool Teachers, *School Readiness, Surveys, Teacher Attitudes
The purpose of this study was to obtain information on a variety of school skills that preschool and kindergarten teachers expect children to display in regular kindergarten classrooms. The Skill Expectation Survey for Kindergarten Readiness was administered to 21 preschool teachers and 28 kindergarten teachers from two school districts in Kansas. The results of the survey indicated that preschool teachers had higher expectations than kindergarten teachers for kindergarten entry skills. Preschool teachers' expectations approximated kindergarten teachers' expectations of children's performance at kindergarten exit. (Author/PCB)

ED 287 611 PS 016 952
King, Robert
The Primal Mode of Aesthetics in Children's Work and Play.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Pub Date—Nov 87
Note—17p.
Journal Cit—Insights into Open Education; v20 n3 Nov 1987
Pub Type— Journal Articles (080) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Art Products, *Classroom Techniques, *Comprehension, *Student Behavior, *Teacher Role
Identifiers—*Aesthetics, *Child Behavior, Interpretative Validity
Because the aesthetic mode of functioning is the basic mode of human functioning, children's works are aesthetic and expressive. As a fundamental activity, the aesthetic mode can be seen in children's written and visual works, in all types of construction and play behavior, and in the more personally physical aspects of gesture and tone in an individual. In the process of treating children's works as aesthetic, such works can be studied, interacted with, observed, and reflected upon. Alternate approaches that weaken or deny the individual import of the work and the child are counterproductive. These approaches include the deficit approach to children's art or writing, the diagnostic method of interpreting children's psychological states through their art, and the developmental approach, which assigns an individual to a point on a developmental continuum. To understand the individual expressiveness of a piece of children's work or children's play, the limitations and biases of these approaches must be avoided. Four characteristics of the aesthetic mode which support and explain its fundamental position in the way human beings function are the centrality of the aesthetic in the act of human perception, its origin in pleasure, its interactive quality, and its expressive quality. Since a child's works are both aesthetic and expressive, they are, for the classroom teacher, valuable sources of insight into the child and his or her world. (RH)

ED 287 612 PS 016 954
Federlein, Anne Cairns
Legal Issues in Early Childhood Centers.
Child Development Designs, Inc., West Bloomfield, MI.
Pub Date—86
Note—30p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Certification, Child Abuse, Child Custody, Child Neglect, Children, Childrens Rights, Contracts, *Day Care Centers, Disabilities, Early Childhood Education, Educational Quality, Fringe Benefits, Insurance, Interviews, *Legal Problems, Legal Responsibility, Medical Services, *Organization, *Personnel, Personnel Management, Wages
Identifiers—*Legal Information
Written as a quick reference for busy persons interested in the legal issues in child care, this booklet in no way pretends to be a legal authority on the issues, but was designed to serve as a practical guide. Content is based on questions frequently asked in the summer of 1986 during the Legal Issues Seminars held by Child Development Designs, Inc., and attended by administrators, teachers, corporate employers, and parents. Discussion of children's issues focuses on high quality programs, records on children and families, right to privacy, medical care, custody, child abuse and neglect, and handicapped children. Organizational issues are discussed in terms of the organization of the day care center, insurance, contracts, liability, and licensing. Personnel issues explored concern interviewing, dismissal, wages, benefits, and contracts. (RH)

ED 287 613 PS 016 957
Hamlin, Barbara B.
Strategies to Build Collaboration with Parents, Preschool and Public School Personnel to Reduce Academic Stress.
Pub Date—Jul 87
Note—145p.; Ed.D. Practicum, Nova University. Portions of appended material contain marginally legible print.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Child Advocacy, *Cooperation, Coordination, *Day Care, Developmental Continuity, *Developmental Programs, Early Childhood Education, *Networks, *Parent Participation, Questionnaires, School Responsibility
The Children's Center, a combined public and private day care center in Connecticut, was the site of a practicum intervention which was rooted in the belief that day care centers have the responsibility to defend childhood, link preschools and public schools, and engage in political advocacy for children. Major goals of the intervention were to: (1) increase the number and quality of parent-staff contacts; (2) improve parent participation; (3) improve parent and staff understanding of developmental programing; (4) form an Early Education Council (EEC) to bridge the work of preschool and public school communities; and (5) build political advocacy to address child care needs. Evaluation data indicated that staff-parent contacts improved by almost 50 percent. Most parents approved the continuation of weekly meetings for an additional year. Staff extended their on-site training by conducting more workshops. The EEC recognized the need for mutual support and cooperation; planned to continue for another year; and aimed to help special needs children and lessen academic stress by providing additional developmental programs. Appendices provide related materials, which include parent survey and questionnaire forms. (Author/RH)

ED 287 614 PS 016 960
Napoli, Richard A.
A Plan to Establish Consistency in Classroom Management Procedures with Preschool Children.
Pub Date—87
Note—58p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Classroom Techniques, Inservice Teacher Education, *Kindergarten Children, *Operant Conditioning, *Parent Participation, Parent Teacher Cooperation, *Preschool Children, Preschool Education, Primary Education, *Self Control
In this practicum, a plan to establish consistency in classroom management was implemented in order to enhance the positive behaviors of preschool and kindergarten children. Participating in the project were 7 classrooms serving 149 preschool and kindergarten children. A total of 14 staff members received inservice training in operant conditioning techniques used to improve student behaviors such as taking turns, helping others, and following directions. Teachers and aides were taught to: (1) define and state operationally each behavior to be changed; (2) obtain a baseline or operant level of the behavior; (3) arrange the learning or treatment situation so that the desirable behavior would occur; (4) identify potential reinforcers; (5) shape and reinforce the desired behavior; and (6) maintain records of the reinforced behavior to determine whether response strength or frequency had increased. Evaluation data indicated that the entire staff followed the established process consistently. Most of the children's parents implemented a follow-up behavior management plan at home. Students exhibited substantially improved self-discipline. Students who had problems meeting competency standards on any of the behavioral items achieved success when parents implemented reinforcement methods at home. (RH)

ED 287 615 PS 016 961
Abelleira, Patsy G.
Listening Instruction: A Program for First-Grade Students.
Pub Date—87
Note—78p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Auditory Perception, *Auditory Training, Aural Learning, Blacks, *Decoding (Reading), *Elementary School Students, Grade 1, Hispanic Americans, *Listening Comprehension, *Listening Skills, Primary Education, Program Development
Conducted at a Chapter 1 school serving mainly Hispanic and Black youth, this practicum developed a teacher-directed listening skills program for first grade students. The project goals were to provide auditory training and to increase proficiency in decoding skills. The listening skills program consisted of five components. The physiology of hearing was taught for 1 week. The science of sound was taught for 2 weeks. Listening rules for individuals and members of groups were taught for 1 week. Decoding skill was taught for 32 weeks as part of the reading instruction program. In addition, 4 weeks of instruction were provided in each of the following skill areas: following verbal directions, inferring word meaning, listening for details, listening for sequences, identifying the main idea, discerning fact and fiction, and identifying mood. The evaluation of the practicum indicated that all 38 of the participating students met stated objectives in decoding skills. Although some did not meet objectives for auditory training, positive growth was evident. Recommendations were made for further studies and programs. (RH)

ED 287 616 PS 016 962
Tomlinson, Ancelyn E.
Increasing Parent Involvement in the Learning Activities of Intermediate (Grades 4-6) Students.
Pub Date—87
Note—135p.; Ed.D. Practicum, Nova. University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Attendance, Cooperative Planning, Hispanic Americans, *Homework, Intermediate Grades, Paraprofessional School Personnel, Parent Influence, *Parent Participation, Parent Responsibility, *Parent School Relationship, *Parent Teacher Conferences, Parent Teacher Cooperation, Parent Workshops, Program Development, Records (Forms), Tutors, Volunteers, *Volunteer Training
Identifiers—*Monitoring, Parent Teacher Association
Conducted in a school serving mainly Hispanic children, this practicum implemented an intervention designed to increase parents' involvement in the learning activities of their children. Practicum goals were to: (1) increase parents' attendance at Parent Teacher Association (PTA) meetings; (2) increase parents' attendance at parent-teacher conferences; (3) improve and promote parents' consistent monitoring of their children's homework, ensuring the completion of 720 assignments; and (4) increase parents' participation as volunteers in and out of the classroom. To achieve these goals, a parent volunteer program was developed. By means of a series of workshops, parents were informed of the importance of participating in their children's educational programs. Practicum evaluation data indicated that the parent volunteer program was a positive and successful experience for teachers and volunteers. All projected goals were achieved, namely, 80 percent of parents attended PTA meetings; 90 percent attended parent-teacher conferences; 90 percent of

students completed 720 assignments; and 35 parents volunteered 1,225 hours of service. Related materials are appended. (Author/RH)

RC

ED 287 617 RC 016 261
Bommelyn, Loren And Others
The Tolowa Language.
California State Univ.-Humboldt, Arcata. Center for Community Development.
Pub Date—30 Aug 72
Note—339p.
Pub Type— Creative Works (030) — Reference Materials - Vocabularies/Classifications (134) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Adult Education, American Indian Culture, *American Indian Education, American Indian History, *American Indian Languages, American Indian Literature, Anthropological Linguistics, Basic Vocabulary, Bilingual Instructional Materials, Community Involvement, *Cultural Background, Cultural Context, Elementary Secondary Education, English, Language Maintenance, Language Patterns, *Native Language Instruction, Phonemic Alphabets, Sentence Structure, *Translation
Identifiers—California, *Cultural Literacy, Cultural Preservation, Oregon, *Tolowa, Tolowa (Tribe), UNIFON Alphabet
A cultural and linguistic textbook on the Tolowa Indians of Northwestern California and Oregon provides a history of the tribe, a Tolowa Unifon chart and pronunciation guide, map of tribal lands with place names in Tolowa and English, stories, prayers, songs, genealogy, commonly-used words grouped topically, explanation in English of cultural activities, a dictionary (the longest section of the book), paradigm charts, and sample sentences. The tribal history describes the evolution of a written Tolowa language and the community effort to collect and preserve a vanishing culture. The map provides locations and names of Tolowa villages in English and Tolowa and accompanying lists provide names of rivers and other geographical entities in both languages. Eight stories, prayers/scriptures, and songs are in Tolowa with literal English translation. A tribal genealogy lists individuals by Tolowa and English names and provides a list of kinship names. Sections for commonly-used words include flora, fauna, counting, money, time, the 13-month lunar calendar, tools/implements, house interior with illustrations, feather dance clothes, baskets and instructions for basketmaking, body parts, and games/recreation with explanation of game rules and equipment. An alphabetically arranged English-Tolowa dictionary contains approximately 3,360 terms. Sample sentences in Tolowa are arranged alphabetically by first word with English translation. (LFL)

ED 287 618 RC 016 286
O'Connell, Joanne Curry
Assessment Issues. Native American Rehabilitation: A Bibliographic Series, No. 1.
Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—86
Grant—G0083C0095
Note—40p.
Available from—Native American Research and Training Center, Box 5360, Northern Arizona University, Flagstaff, AZ ($4.00).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Adults, American Indian Education, *American Indians, Annotated Bibliographies, Children, Databases, *Diagnostic Tests, Disabilities, Educational Research, *Educational Testing, *Handicap Identification, Learning Problems, Literature Reviews, *Rehabilitation, Tribes
Fifty-seven studies addressing assessment issues of Native American rehabilitation are briefly described in this annotated bibliography. Cited alphabetically by author, the information is intended to provide consumers, policy makers, direct service providers, researchers, advocates, and parents with a synthesis of knowledge regarding key issues related to the rehabilitation of Native Americans who are disabled. Materials listed include journal articles, theses and dissertations, bibliographies, papers presented at conferences, and research reports. Materials were identified through a comprehensive search of five databases from 1966 to 1986: (1) Educational Resources Information Center (ERIC); (2) Bibliographical Retrieval Services (BRS); (3) National Association of Rehabilitation Information Center: RehabData (NARIC); (4) Dialog (ABI/Inform, Medline, Psych Info, Sociological Abstracts); and (5) FAMULUS. (NEC)

ED 287 619 RC 016 287
O'Connell, Joanne Curry Johnson, Marilyn J.
Special Education Issues. Native American Rehabilitation: A Bibliographic Series, No. 3.
Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—86
Grant—G0083C0095
Note—46p.
Available from—Native American Research and Training Center, Box 5360, Northern Arizona University, Flagstaff, AZ ($4.00).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indian Culture, *American Indian Education, American Indians, Annotated Bibliographies, Bilingual Education, *Cultural Context, Disabilities, Early Childhood Education, Educational Research, Elementary Secondary Education, English (Second Language), Handicap Identification, *Instructional Effectiveness, Limited English Speaking, Literature Reviews, Program Descriptions, *Special Education, Teacher Education, Teaching Methods, Tribes
Identifiers—Bureau of Indian Affairs, *Education for All Handicapped Children Act
One in a series of seven bibliographies dealing with rehabilitation of disabled Native Americans, this document focuses on special education issues. The 80 annotated entries were identified through a comprehensive search of relevant data bases covering the years 1966-1986 and were selected to be of use to consumers, policy makers, direct service providers, researchers, advocates, and parents. Each entry includes complete bibliographic information and an annotation of approximately 154 words. Entries all relate to Native Americans and deal with a wide variety of special education issues ranging from federal policies to exemplary practices for the classroom. Topics include teacher training, program evaluation, special education guidelines, Bureau of Indian Affairs involvement in special education programs, materials and activities for special education classrooms, cross-cultural awareness, services for preschool handicapped children, learning English as a second language, bilingual education for exceptional children, mental retardation, student assessment, language development, the Education for All Handicapped Children Act, parent and community awareness of special education programs, and gifted minority students. (JHZ)

ED 287 620 RC 016 288
O'Connell, Joanne C. Johnson, Marilyn J.
Family Issues. Native American Rehabilitation: A Bibliographic Series, No. 4.
Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—86
Grant—G0083C0095
Note—19p.
Available from—Native American Research and Training Center, Box 5360, Northern Arizona University, Flagstaff, AZ ($4.00).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Culture, *American Indians, Annotated Bibliographies, *Child Welfare, Cross Cultural Studies, Cultural Context, Delivery Systems, Extended Family, *Family Characteristics, *Family Life, Family Structure, Health Services, Human Services, Identification, Kinship, Mental Health, *Rehabilitation, Sociocultural Patterns, Special Education, Tribes
Family issues are the main focus of this document, one in a series of seven bibliographies dealing with rehabilitation of disabled Native Americans. The 23 annotated entries were identified through a comprehensive search of relevant data bases covering the years 1966-1986 and were selected to be of use to consumers, policy makers, direct service providers, researchers, advocates, and parents. Each entry includes complete bibliographic information and an annotation of approximately 154 words. Entries all relate to Native Americans and deal with a wide variety of family issues. Specific topics include Navajo kinship and residence, Anglo adoption of Native Americans, traditional Indian medicine, psychological and social concerns of adolescents, the Indian Child Welfare Act, Alaskan Eskimo childhood, social service delivery systems in Native American communities, and child rearing practice. (JHZ)

ED 287 621 RC 016 339
Lynch, Regina H.
Cookbook: Chiyaan Ulini Binaaltsoos. First Edition.
Report No.—ISBN-936008-26-1
Pub Date—Aug 86
Note—44p.; Best copy available.
Available from—Navajo Curriculum Center, Rough Rock Demonstration School, Box 217, Chinle, AZ 86503 ($7.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*American Indian Culture, American Indian Education, *Cooking Instruction, *Cultural Awareness, Cultural Influences, Elementary Secondary Education, Folk Culture, *Food, *Plant Identification
Identifiers—Food Preparation, Native Foods, *Navajo (Nation), Plant Uses, *Recipes (Food)
For many years the techniques for preparing native foods were retained only through memory. In an effort to preserve the traditional art of cooking, 21 recipes for Navajo foods and 22 descriptions of edible wild plants and their preparation are presented in this cookbook. Each recipe gives the name of the dish in Navajo and English, lists the required ingredients, and provides steps for preparing the dish. The recipes are for breads, cakes, mushes, tamales, meats, tortillas, and beans. The second section describes plants, vegetables, fruits, and nuts. Each entry gives the name of the plant in English, Latin, and Navajo; provides an illustration; describes the plant and its growing conditions; and mentions how to use it. A brief history on the preparation of native foods and a poem are also included. (JMM/ERB)

ED 287 622 RC 016 346
White, Jane Robertson
A Small Rural Community's Poor and Its Impact on Educational Opportunities.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency—New York State Legislature, Albany.
Pub Date—Aug 86
Note—45p.; For other reports in this series, see ED 276 548, ED 281 694, and RC 016 347-358.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Access to Education, *Boards of Education, Case Studies, Educational Policy, Elementary Secondary Education, Facility Improvement, *Financial Support, Local Issues, Rural Education, *Rural Schools, School Community Relationship, School District Spending, School Surveys, *Small Schools, State Aid
Identifiers—*New York, School District Wealth
The problems of Knowville, a small school district (K-12 enrollment: 408) in the central farming region of New York State were examined by a research team from Cornell University. Interviews were conducted with residents of the community, school board members, teachers, administrators, and students in the school. This Knowville case study report is divided into three sections. The first describes the community (geographic location, the school district's history, the community's economic base, civic organizations, and the baseball stadium) and Knowville's wealth measures, which are in the middle range by state standards. The second section considers the school system itself and examines staffing, the buildings, the elementary and high school curricula, special education, guidance services, state test results, and the eligibility policy. The last section looks at the inadequate physical plant and associated problems, including the defeats of various new building proposals, the lack of long

range planning on the part of the school board, and the perception of the inhabitants that Knowville is poor in comparison to the relative wealth of neighboring towns. Finally, some suggestions are made as to how Knowville can alleviate its problems. Representative interviewee opinions are included. (JMM)

ED 287 623 RC 016 347
Woodward, Kate S.
Reorganization and Rancor: The Aftermath of a Troubled Reorganization.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency—New York State Legislature, Albany.
Pub Date—Aug 86
Note—78p.; For other reports in this series, see ED 276 548, ED 281 694, and RC 016 346-358.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Role, *Boards of Education, Case Studies, Centralization, *Consolidated Schools, Court Litigation, *Dissent, Educational History, Educational Policy, Elementary Secondary Education, Faculty, Local Issues, Mergers, Rural Education, *Rural Schools, School Community Relationship, School District Autonomy, *School District Reorganization, School District Size, Small Schools, State School District Relationship
Identifiers—*New York, *Satisfaction
The Eatonton Central School District of central New York State, formed in 1968 by merging the smaller central districts of Batesville and Meridian, is examined from the period prior to reorganization to the present. The study is divided into three major sections. The first discusses the school district and its setting. Enough of the area's history is reported to provide a sense of the circumstances in which the community, which is predominantly agricultural, developed. The second section covers school district governance, beginning with an overview of the administrations and school boards in the two districts prior to reorganization and continuing with an accounting of the reorganization and the challenges to it. The present-day board of education is then discussed. The third major part looks at the educational leadership in the Eatonton Central School District, the faculty, and the educational environment (including the special education and vocational education opportunities programs provided). Emphasis is placed on the present day, but particular attention is given to the chief school officers and the role each has played in the history of the district. Quotes from residents, teachers, school board members, and others are included. (JMM)

ED 287 624 RC 016 348
Canter, Gary
School District Reorganization: A Qualified Success.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency—New York State Legislature, Albany.
Pub Date—Sep 86
Note—96p.; For other reports in this series, see ED 276 548, ED 281 694, and RC 016 346-358.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Role, Boards of Education, Case Studies, *Change Strategies, Community Attitudes, *Consolidated Schools, Dissent, Educational History, Elementary Secondary Education, Financial Support, Local Issues, Mergers, Rural Education, *Rural Schools, *School District Reorganization, Shared Resources and Services, *Small Schools, State Aid
Identifiers—*New York, *Satisfaction
The circumstances preceding and following the 1984 merger of two small school districts in North Central New York State contained cooperation, controversy, and disharmony. The school districts had enough similarities–in their rural, agricultural base, in the pride and loyalty with which many residents viewed their schools, in the central role played by each school within the community, and in the economic hardships faced by both schools due to lowered enrollments and increasing educational demands mandated by New York State's Regents Action Plan–to make reorganization plausible yet extremely challenging. Differences between communities added to the reorganization challenge. Ellison's wealthy subpopulation of retirees and summer residents were more in favor of the merger and the promise of lowered taxes that went with it than Gramville residents. Gramville's disproportionate size advantage and tradition created an aura of superiority which disturbed Ellison parents, students, and teachers. The goal of reorganization (to improve educational programs while lessening taxpayer burden) was met, although some benefits arose because of financial incentives offered by the state rather than from reorganization itself. This case study pays particular attention to controversial decisions and incidents surrounding them. Viewpoints of taxpayers, teachers, students, and school administrators are used to convey local perceptions of these events. (NEC)

ED 287 625 RC 016 349
Ellis, Pam
Little Reason for Being: A Case of School District Dissolution.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency—New York State Legislature, Albany.
Pub Date—Sep 86
Note—32p.; For other reports in this series, see ED 276 548, ED 281 694, and RC 016 346-358.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrative Problems, Board of Education Policy, *Board of Education Role, Case Studies, *Change Strategies, *Community Problems, Curriculum Problems, Educational History, Elementary Secondary Education, Enrollment, Financial Problems, Graduation Requirements, Local Issues, Rural Education, *Rural Schools, *School District Reorganization, School District Size, Shared Resources and Services, State School District Relationship, Tax Rates
Identifiers—Community Identity, *New York, *School District Dissolution
In 1980, Tonnelly Central School District became the first school district in New York State to be dissolved pursuant to Section 1505 of Education Law, marking the first use of dissolution and annexation as a means by which to address the programmatic and management problems encountered in the operation of a central school district. Problems faced by the school board (declining enrollment, the longstanding small local tax base, and increased high school graduation requirements) had become increasingly unmanageable and ultimately lacked any solution short of reorganization. The resignation of the board after the decision to excise certain programs from the school's curriculum signaled the desperate situation of the district and, finally, the need for radical structural change. The choice of dissolution and its justification were heavily influenced by a "sense of community" and "community pride." The dissolution alternative offered strong financial incentive, lowering property taxes and resulting in the distribution of revenues generated by the sale of school equipment and state aid to the district. A legal and political analysis of the dissolution and future uses are included. Data collected for this study were obtained primarily through interviews, as well as from the State Education Department and the 1980 Census. (JMM)

ED 287 626 RC 016 350
Galvin, Patrick
School District Reorganization: A Case Study of the Community Participation Approach.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency—New York State Legislature, Albany.
Pub Date—Sep 86
Note—84p.; For other reports in this series, see ED 276 548, ED 281 694, and RC 016 346-358.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Case Studies, Change Strategies, *Citizen Participation, *Community Attitudes, *Community Support, Consolidated Schools, Decision Making, *Dissent, Educational Opportunities, Educational Policy, Educational Responsibility, Elementary Secondary Education, *Rural Education, Rural Schools, School Community Relationship, *School District Reorganization, Small Schools, State School District Relationship
Identifiers—Community Identity, *New York
This case study considers why community members of two rural New York School districts reacted so strongly against a referendum for school district reorganization in February 1983. State and local school officials introduced into this reorganization effort a unique plan designed to achieve community support for the merger. Rather than have the State conduct the merger feasibility study, a Community Participation Plan organized community members into committees, each of which studied one aspect of the proposed reorganization. Despite unanimous support of all 10 community based committees, citizens overwhelmingly rejected the referendum. Study results suggest that community members were neither convinced that their school districts were inadequate nor that reorganizing would lead to important new opportunities for large numbers of students. The decision to reject reorganization appears to have had less to do with issues of community identity and more to do with costs and benefits of those opportunities. Contrary to state expectations, the more the community discussed and debated, the less possible it became for agreement to be reached. Two conclusions emerged: because they are so divisive, reorganizations should be handled quickly with a minimum of discussion and citizen involvement; or, the case for reorganization is not so compelling as its advocates believe, and the state should pursue a more balanced role in improving rural educational opportunities. (NEC)

ED 287 627 RC 016 351
White, Jane Robertson
To Reorganize or Not Reorganize: A Study of Choice in a Small District.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency—New York State Legislature, Albany.
Pub Date—Aug 86
Note—80p.; For other reports in this series, see ED 276 548, ED 281 694, and RC 016 346-358.
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Case Studies, *Comparative Analysis, Consolidated Schools, Educational Policy, Elementary Secondary Education, *Institutional Characteristics, *Rural Education, Rural Schools, School Community Relationship, School District Autonomy, *School District Reorganization, School District Size, Shared Resources and Services, *Small Schools
Identifiers—*New York, Small School Districts
This case study examines a small school district (called Hamlet) in New York State which appears to be a perfect candidate for school reorganization because of low (and decreasing) enrollment (187 pupils in grades K-12), very high per pupil expenditures, two larger (520-610 pupils) neighboring districts to which pupils could be transported with minimal increase in average travel time, and some services already shared with both districts. The first section describes the Hamlet district as it currently exists: the community, school administration, faculty, guidance services, school board, students, transportation, academic program, special education, computer program, achievement test results, extracurricular activities, and students' future educational goals. The second section considers reorganization options and programmatic, personnel, social, and financial benefits that could result from consolidation. The third section discusses reasons for rejecting reorganization including the community's desire to maintain free lunch, senior trip, and winter ski programs. The fourth section studies the neighboring reorganized districts and the lingering feelings of distrust and betrayal held by some residents. The summary section concludes that although there is no doubt that Hamlet students would benefit academically and socially, reorganization should proceed only if strong community support exists. (NEC)

ED 287 628 RC 016 352
Monk, David H.
Secondary School Enrollment and Curricular Comprehensiveness.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency—New York State Legislature, Albany.
Pub Date—Aug 86
Note—52p.; For other reports in this series, see ED 276 548, ED 281 694, and RC 016 346-358.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Class Size, Comparative Analysis, Consolidated Schools, *Cost Effectiveness, Eco-

nomics, *Educational Finance, Educational Policy, Models, *Rural Education, Rural Schools, School District Reorganization, School Schedules, *School Size, Secondary Education, *Secondary School Curriculum, Small Schools, Teaching Load
Identifiers—*Economies of Scale, *New York
This report examines how the curricular offerings of large secondary schools compare with the curricular offerings of small secondary schools. The study is motivated by theories of production which hold that economies are available in large compared to small schools; it is pointed out, however, that larger schools may not take advantage of existing size economies or may take advantage in varied ways. The first section of the paper reviews ways in which the curriculum of a larger secondary school can differ from that of a smaller secondary school and notes reasons for expecting one type of difference rather than another. Topics include analysis of the relationships among educational services, variation in the mix of services, variation in the means employed to provide services, and the cost of services. The second part of the paper presents an empirical assessment of the relationship between scale and the incidence of the various curricular responses. The conclusion discusses policy implications related to the findings of the study which make a convincing case for maintaining secondary enrollment levels at the 400-pupil level. (JHZ)

ED 287 629 RC 016 353
Bilow, Scott
Long Term Results of Centralization: A Case Study of a Large-Rural New York School District.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency—New York State Legislature, Albany.
Pub Date—Sep 86
Note—80p.; For other reports in this series, see ED 276 548, ED 281 694, and RC 016 346-358.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Case Studies, *Centralization, Change Strategies, Community Attitudes, Consolidated Schools, Dissent, *Educational Change, Educational History, Educational Quality, Elementary Secondary Education, Local Issues, *Rural Education, School Closing, *School Community Relationship, *School District Reorganization, School District Size, Surveys
Identifiers—Community Identity, *New York
The results of centralization of one of the larger "small-rural" school districts in New York State are examined in this case study. The demographics of Yorkville and the feelings and opinions that residents have about their communities and schools are discussed first. Next, the history of the school system since 1950, when the district was created as the result of a reorganization referendum, is surveyed. In this context, sections are included on centralization (involving 50 former districts), the post-centralization period (during which there was widespread dissatisfaction with the schools), the school board's decision to close two elementary schools in outlying communities and the effect that the closings had on those two communities, and today's scenario which indicates that parents are generally pleased to have their children in the district and that Yorkville compares favorably with other districts its size as concerns breadth of curriculum, activities, and standardized test scores. Finally, several attributes of the school system bearing on an assessment of the quality of education available in the district are discussed. These include: general attitudes, the special education program, academic courses offered, and the interactive telecommunications project. Quotes from residents, school board members, teachers, and students are included. (JMM)

ED 287 630 RC 016 354
Woodward, Kate S.
Legal and Organizational History of School District Reorganization in New York State.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency—New York State Legislature, Albany.
Pub Date—Aug 86
Note—16p.; For other reports in this series, see ED 276 548, ED 281 694, and RC 016 346-358.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Attitudes, *Community Control, Consolidated Schools, Dissent, *Educational History, Educational Legislation, Educational Policy, Elementary Secondary Education, Policy Formation, *Politics of Education, *Rural Education, Rural Schools, School District Autonomy, *School District Reorganization, State Legislation, *State School District Relationship
Identifiers—*New York
The history of school district consolidation in New York State reveals that nearly every set of recommendations which has encouraged consolidation has brought about widespread negative reaction from the public. Reorganization is a highly political activity in which members of the State Legislature and the State Education Department have always been involved. While school district governance in a reorganized district (and the political reaction in the school district to that reorganization) may appear to be a singularly local issue, it is not. The State Education Department and its agents are involved at each stage of the reorganization process, and their involvement is not necessarily salutary. Reorganization efforts have slowed considerably in the past 15 years. In spite of increased financial incentives to reorganize and continued discussion on the benefits of reorganization, few districts have chosen to consolidate with others or to be annexed. While the promise of lower taxes and the prospect of improved educational opportunities continue to be compelling reasons for some districts to reorganize, districts are looking closely at the political issues. Districts considering reorganization today want guarantees that they will not lose local control and the opportunity to be directly involved in their children's education. (JHZ)

ED 287 631 RC 016 355
Galvin, Patrick
Sharing among Separately Organized School Districts: Promise and Pitfalls.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency—New York State Legislature, Albany.
Pub Date—Aug 86
Note—14p.; For other reports in this series, see ED 276 548, ED 281 694, and RC 016 346-358.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, *Educational Cooperation, Educational Opportunities, Educational Policy, Elementary Secondary Education, *Feasibility Studies, Literature Reviews, *Rural Education, *Shared Resources and Services, Small Schools, State School District Relationship
Identifiers—*New York
Motivated by the widespread assumption that voluntary, independent inter-district resource sharing is a strategy for improving educational opportunities in rural areas (with little or no cost to the operation of the school district), this paper critically examines resource sharing in New York State. A review of the literature between 1960 and the present reveals that sharing has been alleged to contribute to flexibility, autonomy, curricular offerings, and lower costs. Among other lines of research it has been argued that sharing would more likely occur when there is no substitute for a given essential service, and some findings indicate the most successful sharing programs are those involving special education, gifted student programs, and vocational or agricultural programs. The discussion draws on business administration literature and experience to supplement what little educational administration research is available on sharing arrangements. A 1982 New York State Education Department survey reveals over 30 cases of 2 or more districts sharing arrangements outside the Boards of Cooperating Education Services. A case study illustrates problems associated with resource sharing including fairness, community support, student interests, managerial time, teacher involvement, and cost effectiveness. The paper concludes that shared services will not likely develop without state support, which could take the form of aid in identifying relative costs of different programs, providing financial incentives, choosing programs to develop and maintain, and developing sharing contracts. (NEC)

ED 287 632 RC 016 356
Davis, Charles E.
"If We Can Haul the Milk, We Can Haul the Kids." A Personalized History of School District Reorganization in New York State.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency—New York State Legislature, Albany.
Pub Date—Sep 86
Note—72p.; For other reports in this series, see ED 276 548, ED 281 694, and RC 016 346-358.
Pub Type— Information Analyses (070) — Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrator Attitudes, *Educational History, Educational Planning, Educational Policy, Elementary Secondary Education, Personal Narratives, *Program Effectiveness, Rural Schools, School Community Relationship, *School District Reorganization, School District Size, State Departments of Education, State Government, State Legislation, *State School District Relationship, Surveys, Urban Schools
Identifiers—*New York, *Reminiscence
The history of school district reorganization in New York State over the past 150 years is examined. Basic research tools included a survey of present and former district superintendents, contacts with former State Education Department personnel, and reports from other leading figures and past participants. Sections are included on: the historical perspective on reorganization in New York (outlining the legislation passed and battles encountered in consolidating the schools); how well the reorganization has worked (opinions for and against centralization and its success in maintaining academic standards and effective programs); success stories and trouble spots (as remembered by interviewees); and what comes next and what the future should be. This section on the future includes a summary and synthesis of the District Superintendents' open-ended responses, nearly 100% of whom feel equality of opportunity has not nearly been reached in New York State, partly due to the spotty success in achieving needed centralizations and that school improvement through reorganization of educationally and/or fiscally weak units cannot wait. A final section lists important dates in the development of reorganization in New York State. Each section contains quotes from various reports and from the interviewed superintendents and officials. Notes follow each section and a bibliography is appended. (JMM)

ED 287 633 RC 016 357
Canter, Gary
The Promise of Educational Technology.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency—New York State Legislature, Albany.
Pub Date—Sep 86
Note—36p.; For other reports in this series, see ED 276 548, ED 281 694, and RC 016 346-358.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Uses in Education, *Educational Policy, *Educational Technology, Elementary Secondary Education, *Expectation, Interactive Video, *Rural Education, Rural Schools, School District Autonomy, Shared Resources and Services, *Small Schools, State School District Relationship, Technology Transfer, Telecommunications
Identifiers—*New York
The paper examines the potential which various educational technologies hold for improving educational offerings of small, rural New York schools. Separate sections focus on computer use in education, a review of literature on computer-assisted instruction, interactive videodiscs (IVD), and the role of telecommunications in small/rural districts. Outlined as aspects to examine in evaluating a district's use of computer technology are a written district computing plan, kinds of hardware the districts have, access and equity, usage, staff training, maximization of the technology, and student and teacher attitudes toward technology. Listed as strengths of IVD are constancy and replicability, cost effectiveness, provisions for learner control and choice, and suitability to specific instructional tasks. Mentioned as obstacles to the implementation of school telecommunications systems are high equipment costs; lack of a track record to give a basis for evaluation; need for teacher training; potential for dissension among faculty; imposition of new teaching/learning styles on students; and possible clash of state policies/regulations concerning certification, accreditation, curriculum adoption, and student/teacher ratios. Recommendations made to the New York State Education Department are grouped under categories of excellence, equity, and efficiency. Ac-

tions to enhance the infusion of technology into schools are offered to individual school districts and to the New York State Education Department. (NEC)

ED 287 634 RC 016 358
Bilow, Scott
The Size of School Districts: Economic and Psychological Perspectives.
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency—New York State Legislature, Albany.
Pub Date—Sep 86
Note—34p.; For other reports in this series, see ED 276 548, ED 281 694, and RC 016 346-357.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Case Studies, *Cost Effectiveness, Educational Economics, Educational Objectives, Educational Policy, Elementary Secondary Education, Enrollment, Extracurricular Activities, *Input Output Analysis, Participant Characteristics, Personnel, Rural Education, Rural Schools, *School District Size, *School Effectiveness, State School District Relationship, *Student Participation
Identifiers—*Economies of Scale, *New York
The relationship between the costs of schooling and the size of school districts is discussed. The first section of this paper provides a critical survey of what economists have written about economies of scale and questions whether bigger is really cheaper or more efficient, as is generally found in commercial endeavors. The second section examines empirical studies by psychologists attempting to connect size with other factors (such as buildings, teaching staff, and organization, all of which are needed regardless of the school size) and trying to discover the optimal size for schools by using input (expenditures) and output (schooling) measures. The final section discusses perceptions on whether students learn better in larger or smaller schools and considers what effects school size has on: participation levels in extra-curricular activities, and the effect of participation on learning; achievement (which is not just a function of class size); attitudes (such as how students view their school and whether they will continue with higher education); and the lasting effects of school size on participation in adult life and social activity. Also included are a summary and suggestions on how states might put to use knowledge about economies of scale in schooling. (JMM)

ED 287 635 RC 016 412
Ingram, Judith K.
So You Want To Start an Alternative School! A How-To-Do-It Manual.
Marquette Area Public Schools, MI.
Spons Agency—Michigan State Dept. of Education, Lansing.
Pub Date—Apr 82
Note—354p.; The majority of this document is printed on colored paper.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Delivery Systems, *Dropout Prevention, Employment Potential, Faculty Development, *High Schools, Job Skills, Models, Needs Assessment, *Nontraditional Education, Program Descriptions, *Program Design, *Program Implementation, Public Support, Pupil Personnel Services, Rural Schools, Rural Youth, Secondary Education, Secondary School Curriculum, *Student Needs, Student Welfare, Work Experience Programs
Identifiers—*Marquette Alternative High School MI
The practical steps outlined in this manual are based on the experience of establishing Marquette (Michigan) Alternative Senior High (MASH), organized in 1978 to serve rural youth who had dropped out or were not benefiting significantly from the regular high school programs. Chapters are organized in chronological progression and each refers to worksheets that, when completed, form a framework for an alternative program. Chapters 1 and 2 discuss determining needs of students and reaching a consensus on program philosophy. Chapter 3 deals with defining the program including goals, target population, and curriculum. Chapter 4 summarizes approaches to funding and sources of financial aid. Chapter 5 covers site selection, student recruitment, staff selection, and other phases of starting a new school. Chapter 6, on policies and procedures, prompts consideration of forms of internal governance. Chapter 7 notes the non-academic problems facing alternative education students and suggests ways of providing support services. Chapters 8 and 9 describe the curriculum and the emphasis on employability as a basic skill. Chapter 10 discusses a variety of professional training activities, and Chapter 11 considers accountability through student assessment and program evaluation. Chapter 12 provides a plan for creating a positive public image. (JHZ)

ED 287 636 RC 016 415
Howell, Robert E. And Others
Designing a Citizen Involvement Program: A Guidebook for Involving Citizens in the Resolution of Environmental Issues.
Western Rural Development Center, Corvallis, Oreg.
Spons Agency—Extension Service (DOA), Washington, D.C.
Report No.—WREP-105
Pub Date—Feb 87
Note—189p.
Available from—Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($5.00; $4.75 in quantity).
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Case Studies, *Citizen Participation, Community Involvement, *Decision Making, Evaluation Criteria, Evaluation Methods, Local Issues, Models, Pilot Projects, Political Attitudes, *Program Design, *Program Implementation, *Public Opinion, Rural Areas, Social Responsibility
Identifiers—*Environmental Issues
A model and supportive materials are presented for design and implementation of a program for involving citizens in decision-making concerning significant environmental issues. Chapter topics include: why citizen involvement? (potential benefits of the process); theoretical basis for citizen involvement (three fundamental perspectives underlying the proposed model); citizen involvement case studies; principles of citizen involvement (formulated from the case studies); a citizen involvement program model (with suggestions for implementation); a test of the citizen involvement program model (a pilot program implemented in Klickitat County, Washington); and an evaluation of the pilot citizen involvement program (with results of an extensive evaluation). Appendix A provides examples of support materials such as news and press releases, letters, agendas, minutes of meetings, etc. Appendix B examines citizen involvement techniques and lists a variety of methods for stimulation of more informed and effective citizen participation, together with their advantages and disadvantages. Seventy-eight references are included. (JMM)

ED 287 637 RC 016 422
Hansen, Kenneth H.
Distance Education and the Small School: Policy Issues. Discussion Draft.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 87
Contract—400-86-0006
Note—18p.; Prepared for the Chief State School Officers of the Northwest and Pacific.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Board of Education Role, Delivery Systems, *Distance Education, Educational Cooperation, *Educational Policy, Educational Quality, Elementary Secondary Education, Equal Education, *Policy Formation, *Rural Education, *Small Schools, State Departments of Education, *State School District Relationship
The capabilities of a distance education system to enhance instructional programs of small schools by providing equity and increasing quality of educational opportunity, providing access to subject matter and subject matter experts, and providing interaction and joint activities with students in other schools are of sufficient merit to formulate and adopt educational policies which will give positive direction as small schools move forward. The educational policy options from among which educational decision makers may choose include preserving the small school as a conscious educational choice, capitalizing on delivery systems, preparing teachers to use distance education, allocating instructional resources, assigning responsibilities for material/media selection, simplifying logistics, and nurturing partnerships. Although most policies must be determined by local school boards, state educational units play a crucial role in influencing these policies by the way they meet responsibilities in determining state patterns of fiscal support, employment of statewide curriculum standards, regulations governing teacher certification/recertification, accreditation policies, provision of technical assistance to local districts, and ability to be a persuasive leadership force in articulating state educational goals. Thus the productive use of distance education will require not only sound and informed policy choices at each level independently but also joint and cooperative policy determinations. (NEC)

ED 287 638 RC 016 425
Reece, Jerald L. And Others
Perceptions of Rural School Personnel in North Central Association Member and Non-Member Schools Located in Nine States Regarding Accreditation by the Commission of Schools, North Central Association of Colleges and Schools.
Pub Date—20 Oct 87
Note—32p.; Submitted to Committee on Research, Commission on Schools, North Central Association of Colleges and Schools. Appendix A contains very small print.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accreditation (Institutions), Accrediting Agencies, *Administrator Attitudes, Agency Role, *Boards of Education, Comparative Analysis, Elementary Secondary Education, Job Satisfaction, Rural Education, *Rural Schools, Standards, *Teacher Attitudes, Teacher Education, Teaching Load
Identifiers—*Impact, *North Central Association of Colleges and Schools, Teacher Course Assignment
This study examines the perceptions of 113 school board members, 119 principals, and 2,028 teachers from 9 states (Arizona, Colorado, Kansas, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, and Wyoming) regarding the preparation of teachers and the availability of professional services as well as education resources. The study also considers perceptions of these groups about the effect of accreditation by the North Central Association of Colleges and Schools on various components of the school. A demographic survey is included to present a more complete picture of the rural population surveyed. Results suggest professional growth and licensure standards are not a problem since many personnel pursue graduate work; personnel from both accredited and non-accredited schools view accreditation as a process for enhancing program quality; both teachers and principals do not support special new rural teacher preparation programs; and both elementary and secondary teachers frequently teach two or more grade levels or disciplines. The study recommends the recent Outcomes Accreditation process as most appropriate for rural schools, review of minimum standards for teacher subject-matter preparation to accommodate diverse rural secondary assignments, wider dissemination of information about exemplary programs in rural schools, and increased efforts to encourage rural school accreditation. (NEC)

ED 287 639 RC 016 426
Clark, Sam And Others
Child Rearing on the Farm.
Pub Date—May 87
Note—10p.; Paper presented at the Annual Meeting of the National Symposium on Building Family Strengths (10th, Lincoln, NE, May 13-15, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Child Rearing, Children, Extension Education, Family Influence, *Family Life Education, *Mother Attitudes, Parenthood Education, Quality of Life, Rural Education, Rural Environment, *Rural Extension, *Rural Family, *Rural Farm Residents
Identifiers—Iowa
During the second year of a 3-year study involving 112 Iowa farm families, mothers of children aged 4 to 10 years old expressed expectations of

independence, responsibility, and hard work from their children during home interviews. The importance of the parent-child relationship together with the lack of sufficient child-rearing research on rural populations form the justifications for this study. This study pictured the modern midwestern farm family as one in which an extended family is the rule, thus providing the potential for togetherness. Yet responding mothers indicated the family has chosen a lifestyle that allows for space, privacy, and the nurturance of responsibility and independent behaviors. Farm mothers repeatedly emphasized the desire for their children to become responsible, independent, and hard-working citizens as well as to be caring, helping, and considerate people. The majority of participating families were experienced with extension programs. However, when asked about the kinds of assistance extension agents and other professionals might provide in child-rearing, only a few indicated a desire for information about infants and adolescents. The overwhelming response was a firm statement that child rearing information from sources outside the family was neither needed nor wanted. Thus to change attitudes or impact on the farm family, patience with and long-term support of child-rearing extension programs will need to be exercised by extension personnel. (NEC)

ED 287 640 RC 016 427
Hutinger, Patricia L. Smith-Dickson, Bonnie J.
Creating and Maintaining a Rural Networking System.
Western Illinois Univ., Macomb. Coll. of Education.
Pub Date—85
Note—9p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, Change Agents, Change Strategies, *College Faculty, Cooperative Programs, Grantsmanship, Higher Education, *Networks, Preschool Education, Program Descriptions, *Program Implementation, Rural Education, *School Community Relationship, Special Education, *Teacher Role, Teamwork
Identifiers—Western Illinois University
Directed to college of education faculty members, this paper provides practical advice for developing model education projects by means of interagency cooperation. The first section describes the numerous Macomb Projects that have received state and federal funding including Handicapped Children's Early Education Program funding. Projects focus on early childhood education and handicapped children and include home-based early intervention, a computer curriculum, personnel preparation, and an interagency network for high-risk infants. Following sections discuss the university conditions necessary for project development and ways to establish community and university support. Seventeen strategies for creating and maintaining a networking system are listed. Points covered include establishing positive administrative support in the lead agency, deciding on an overall goal, developing faculty and grant teams, fostering open communication, and providing for effective information dissemination. A list of "secrets" of successful agency coordination stresses the team approach, administrative commitment to interagency cooperation, and mutual trust among individuals in the cooperating agencies. A flowchart and diagram help illustrate and explain Western Illinois University College of Education's Rural Special Education Network. (JHZ)

ED 287 641 RC 016 429
Votaw, Thom A.
Teaching K-6 Science in Small Schools on a Financial Shoestring. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—NIE-400-83-0023
Note—7p.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Elementary School Science, Elementary School Teachers, Instructional Materials, Learning Modules, Material Development, Parent Participation, Parent School Relationship, Program Development, Program Improvement, Science Activities, *Science Course Improvement Projects, Science Education, Science Materials, Science Programs, *Small Schools, *Student Developed Materials, *Teacher Effectiveness
Identifiers—ERIC Digests, *Free Materials, *Inexpensive Materials
There are ways in which elementary teachers in general and rural elementary teachers in particular can overcome inadequate science preparation and can upgrade the science program resources of their small schools. Parents and children should be involved in obtaining free and inexpensive science-related materials throughout the year. These can be obtained from city institutions (museums and libraries), federal, state and county offices, and national and state parks, as well as colleges and universities and public interest groups. Several children's magazines are suggested. Materials should be arranged in a logical manner in order to be useful and effective. Six major categories (with possible divisions) are suggested: Chemistry, Biology, Earth Science, Astronomy, Physics and Research Processes. Teaching modules containing materials, cross-references, equipment necessary, local places to visit, related references, lesson plans and activities, and tests should be compiled. The modules should be used from the receipt of the first materials and developed in an ongoing fashion. Other ways to improve K-6 programs are: videotaping television science programs, requesting science methods courses for small-school teachers, contacting interactive computer science teaching networks, and using the ERIC system. (JMM)

ED 287 642 RC 016 431
Deseran, Forrest A. And Others
Farm Family Life in Louisiana. Bulletin No. 770.
Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.
Pub Date—Sep 85
Note—32p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Decision Making, Demography, Employed Women, *Employment, Family Income, *Family Life, Family Structure, *Farmers, Females, Males, Quality of Life, Rural Environment, Rural Family, *Rural Farm Residents, Sex Role, *Spouses
Identifiers—*Louisiana
Data from a 1982 state-wide survey of 764 Louisiana farm households were analyzed to assess the relationship between conjugal work-role arrangements and four dimensions of farm family life: socio-demographic characteristics, scale and type of farm operation, farm and household decision-making and allocation of tasks, and subjective aspects of farm family life. Findings revealed over 50% of husbands and 33% of wives worked off farm; younger families had one or both spouse(s) employed off farm; presence of older children was positively associated with wives' off-farm employment; spouses working off farm had higher levels of education; a substantial proportion of reported income derived from non-farm earnings, with husbands employed off farm earning more than did other families. Other findings indicated farm operations in which the husband only farmed were larger (in acreage and sales) than those in which the husband was employed off farm; farms where only the wife worked off farm were the largest; wives, regardless of labor status, reported working relatively few hours on the farm; allocation of daily family tasks/decisions generally followed traditional lines; couples expressed relatively high levels of satisfaction with life circumstances; and over 67% of couples sampled were uncertain or pessimistic about their future in farming. (NEC)

ED 287 643 RC 016 441
Weiss, Michael D.
Conceptual Foundations of Risk Theory. Technical Bulletin No. 1731.
Economic Research Service (DOA), Washington, D.C.
Pub Date—Jul 87
Note—84p.
Pub Type— Collected Works - Serials (022) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Mathematical Formulas, Policy Formation, *Risk, *Rural Economics, *Theories
Understanding the way farmers respond to risk is a prerequisite for sound agricultural policymaking. Clarifying established agricultural economic theory to describe how individuals make choices among risky alternatives and providing a more precise set of concepts for studying behavior under risk contributes to such an understanding. A mathematically rigorous approach ensures that concepts are defined unambiguously and results are established decisively, and finds that individuals' preferences over an important class of risky alternatives are independent of preferences among certainties. Economic behavior under this type of risk cannot generally be predicted from behavior under certainty. Farmers' aversion to risk, or lack thereof, cannot invariably be determined from the shape of their utility curve of income. Farmers' profit-maximizing choices of production inputs may differ from those traditionally thought to be dictated by classical theory, even when preferences satisfy the explicit assumptions of that theory. Separate sections examine lotteries; the existence, uniqueness, invariance, continuity, and decomposition of measurable utility functions; aspects of measurable utility on the real line; definitions of risk aversion and its relation to concavity; and economic applications to optimal production levels under price uncertainty and optimal saving rates under uncertainty. (NEC)

ED 287 644 RC 016 443
Richardson, John C. And Others
Developing Teacher Incentive Programs. Final Report.
Clemson Univ., SC. Coll. of Education.
Spons Agency—Department of Education, Washington, DC.
Pub Date—31 Jul 87
Grant—G0085102283
Note—112p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Secondary Education, *Evaluation Criteria, Incentives, Merit Pay, *Personnel Policy, *Program Development, Rural Education, *Teacher Characteristics, *Teacher Evaluation, Teacher Qualifications
Identifiers—Clemson University SC, Small School Districts, South Carolina, *Teacher Incentives
Teachers and administrators from three rural impoverished school districts in South Carolina, together with consultants and the principal investigator from Clemson University, identified seven requisite qualities of teachers: knowledge, instructional management, classroom management, communications skills, planning ability, professional qualities, and personal qualities. For each of the requisite qualities, a listing of from 10 to 15 objective teacher behaviors were written. For each of the objective behaviors, a subsequent listing of conventional and unobtrusive measures were developed. The primary purpose was to devise a practitioner developed evaluation scheme to improve the validity and acceptance of teacher incentive/merit pay plans based on the identified qualities and measurement techniques. The technique yielded over 100 behavioral observations and the associated measurement procedures. The qualities and measurement strategies extend beyond the support of teacher incentive structures and have implications for an integrated professional personnel policy including recruitment, inservice, improvement, retention, promotion, incentive pay, and termination. Additionally, the structure could be the integral core of professional teacher training programs. Seventeen appendices, which comprise three-quarters of the document, contain materials produced by each of the 11 program task forces (evaluation, content/level mastery, instructional management, classroom management, communications, planning ability, professional qualities, personal qualities, schedules, menu, and awards) as well as sample classified ads, interview questions, and demographic profiles. (Author/NEC)

ED 287 645 RC 016 444
Count Me In: Youth 2000. United National Indian Tribal Youth.
National Congress of American Indians, Washington, D.C.; Office of Human Development Services (DHHS), Washington, D.C.
Pub Date—87
Note—21p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indian Culture, *American

Indian Education, *American Indians, Change Strategies, Conferences, Cooperative Programs, Demography, Employment Opportunities, Family Role, *Futures (of Society), Labor Force, *Leadership Responsibility, Leadership Training, Minority Group Influences, Program Descriptions, Public Relations, School Role, *Self Determination, Self Esteem, Tribes, *Youth, Youth Problems, Youth Programs

Identifiers—*Youth 2000

Youth 2000 is a nationwide "call to action" between now and the year 2000 to enlist all sectors of society in helping vulnerable youth achieve social and economic self-sufficiency and to fulfill their potential as viable, contributing members of American society. Specific goals of the campaign are employment and economic self-sufficiency, improved literacy and educational attainment, reduction in the incidence of teenage pregnancy, lifestyles free from substance abuse, and reduction in violent and accidental injuries and deaths. Youth 2000 will not require new federal legislation but will instead be carried out using existing legislative authorities and resources. The federal role will be that of catalyst and partner. Youth 2000 is not a single, officially approved program model; instead, it encompasses a wide variety of approaches that build on the needs and strengths of individuals, communities and families, tribal goals, and youth concerns. Youth 2000 will involve intensive public information campaigns, national conferences and other meetings to focus tribal leadership on youth issues, and the establishment and expansion of partnerships among federal agencies, foundations, and national Indian youth organizations to promote public and private sector support for American Indian youth. (JHZ)

ED 287 646 RC 016 446

Muse, Ivan And Others

The One-Teacher School in the 1980s.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; National Rural Education Association, Fort Collins, CO.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0024

Note—87p.

Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 ($6.50).

Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, Demography, Educational Facilities, *Educational History, Elementary Education, *One Teacher Schools, Quality of Life, *Rural Education, Rural Schools, School Community Relationship, *School Demography, *School Effectiveness, School Location, Small Schools, Social Values, *Teacher Characteristics, Teacher Qualifications, Teacher Responsibility

Written for educators, legislators, and the general public, this monograph is a resource for better understanding the strengths and weaknesses of the one-teacher school. The material is designed to inspire more confidence in the quality of education possible in rural America and to reinforce recognition that most schools–regardless of size–can be educationally effective. The first chapter considers the one-teacher school within the framework of American education during the present century. This brief overview includes information about the effects of consolidation on rural education, the difficulties of attempting to compare rural and urban schools, and some of the techniques used by small schools to overcome the problems of isolation and small enrollment. Chapter 2 describes and presents information about one-teacher schools today based on studies conducted over the past 3 years. Chapter 3 compares today's one-teacher schools with those of 1960 and charts their progress. Chapter 4 affords an opportunity to "visit" one-teacher schools through descriptions of selected schools. Chapter 5 details the evolution of primitive, log cabin schoolhouses to current, well-constructed buildings. The final chapter offers reflections on material in earlier chapters and makes recommendations about the future of one-teacher schools. (JHZ)

ED 287 647 RC 016 449

Palumbo, George Sacks, Seymour

Rural Governments in the Municipal Bond Market.

Economic Research Service (DOA), Washington, D.C.

Report No.—AGES870510

Pub Date—Sep 87

Note—44p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bond Issues, Credit (Finance), Economic Climate, Educational Finance, Elementary Secondary Education, Interest (Finance), *Local Government, Money Management, *Rural Economics, Rural Education, Rural Population, Rural Urban Differences, *School Districts, School Funds

Identifiers—Bond Sales, *Market Analysis, *Municipal Bonds

The differential interest costs to rural governments associated with borrowing in the tax-exempt bond market is a function of the advantageous position of several large partially rural counties and the dominance of school district borrowing in rural communities, rather than a disadvantage of predominantly rural governments. This conclusion is the result of a number of regression equations estimated from a unique 1982 data set that combines socioeconomic, financial, and governmental information. Of primary importance to rural development policymakers and practitioners is that highly rural governments paid rates roughly equivalent to the most urban borrowers on publicly offered debt issued during 1982. Suburban governments benefitted from lower interest rates than others on general obligation (GO) bonds sold by nonschool governments, but they had no comparative advantage in issuing revenue bonds or school bonds. Nonschool governments located outside metropolitan areas, as a group, paid lower rates than did their metropolitan counterparts on GO bond issues. Like suburban issuers, nonmetropolitan issuers did not enjoy the same savings on their revenue and school bond sales. Rural governments were as successful in selling long-term municipal bonds as were urban governments during the volatile market of 1982. Rural interest rates were comparable to rates paid by urban issuers. (JHZ)

ED 287 648 RC 016 450

Richter, Albert J.

The Impact of the Rural Recession on Public School Financing and Programs. A Report for the National Education Association.

National Education Association, Washington, D.C. Research Div.

Pub Date—Oct 86

Note—33p.

Available from—NEA Professional Library, P. O. Box 509, West Haven, CT 06516.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Economic Climate, *Educational Finance, Elementary Secondary Education, Federal Aid, Financial Problems, Property Taxes, *Resource Allocation, *Rural Economics, *Rural Education, Rural Schools, School Funds, School Taxes, *State Aid, State School District Relationship, Teacher Associations, Teacher Welfare

Identifiers—*Economic Impact, *Farm Crisis, Impact Studies, National Education Association, Tax Bases

The 1980-86 economic decline in many parts of rural America has had a serious impact on public school financing and programs. While the recession has severely affected farm land values, the effect on property taxes has been delayed for several reasons: (1) assessed values in many states are based on land productivity capacity rather than market prices; (2) assessed values typically lag behind market prices; and (3) mill rates frequently are adjusted to maintain needed revenues. In the long run, however, local governments in the farm-dependent counties will be faced with a downturn in property tax revenues. School districts will be particularly affected since about two-thirds of farm property taxes go to schools. Several of the National Education Association's state associations reported that assessed valuations have already declined, some dramatically. The Advisory Commission on Intergovernmental Relations identified factors indicating the presence of fiscal stress among 10 selected farm state governments. It concluded that North Dakota and Montana are facing the greatest fiscal strain, being doubly vulnerable from their high dependence on farming income and on revenue from severance taxes and royalty fees. Only Georgia and Missouri of the remaining states show little or no signs of fiscal stress. (JHZ)

ED 287 649 RC 016 452

Southern Rural Development Center Annual Progress Report, 1987. SRDC Series No. 101.

Southern Rural Development Center, Mississippi State, Miss.

Pub Date—Oct 87

Note—17p.; For 1985 report, see ED 261 825.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agricultural Education, Agricultural Occupations, *Agricultural Trends, Community Characteristics, *Community Development, *Computer Oriented Programs, Conferences, Entrepreneurship, Extension Education, Farm Management, Financial Support, Land Grant Universities, Natural Resources, Networks, Publications, Recreation, *Regional Programs, *Rural Development, Tourism, Water Resources

Identifiers—Puerto Rico, *Southern Rural Development Center MS, United States (South), Virgin Islands

In fiscal year 1987, the Southern Rural Development Center was involved with 40 projects, task forces, symposia, conferences, workshops and other activities, focusing specifically on the rural problems of the region and supporting the community development efforts of 29 land-grant institutions in 13 southern states, Puerto Rico and the Virgin Islands. Selected activities and topics included: the Rural South in Crisis; National Rural Entrepreneurship Symposium; Alternative Farming Opportunities for the South; the Competitive Position of Southern Agriculture in a World Economy; Computer Selection and Use in Local Government; Alternative Uses of Highly Erodible Agricultural Land; Fee Fishing as an Economic Alternative for Small Farms; Managing Exhaustible Resources; Policy Working Group on Groundwater Quality; Risk and Natural Resources; the Food Security Act of 1985; Potential Social Impacts from the Diffusion of Bovine Somatotropin; Development of Alternative Beef Production Systems for the Southeast Using Cotton and Poultry Wastes; Triennial Southern Community Resources Development Conference; Agriculture and Community Development Interface; Diversification Strategies for a New Southern Agriculture; Economic and Fiscal Impact Modeling for the Southern United States; and Assessment of Economic Contributions of the Recreation and Tourism Industry to Rural Coastal Zones. The Center's information dissemination program produced newsletters, conference materials, progress reports and other project information. (JMM)

ED 287 650 RC 016 460

Warden, Judy E.

Establishing Partnerships between the Business Community and Rural Schools.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-83-0023

Note—4p.

Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Responsibility, *Community Benefits, Community Resources, Cooperative Programs, Elementary Secondary Education, Financial Support, *Private Financial Support, Rural Development, *Rural Education, *Rural Schools, *School Business Relationship, School Funds, *School Support

Identifiers—ERIC Digests, *Partnerships in Education

An effective way to help develop a strong rural educational program is to establish a business partnership between the rural school and the business community. Once a relationship is set up, the advantages for both the schools and business community could prove beneficial to the entire rural community. By cooperating with the rural schools in developing strong career and educational programs, the rural business community may not have to depend upon outside skilled help. Large businesses which form partnerships with rural schools are assuring their own future with the knowledge that the future work force may be the finished product of their involvement in quality education. Partnerships may be formed because of the mutual desire to improve the quality of education, the need

to uplift the morale of the educational system and the rural community regarding education, or the school's need for financial funding. A partnership can be initiated by either a school or a business, but successful business-school partnerships require total commitment from both parties. (JHZ)

ED 287 651 RC 016 461
Wallin, Theodore A. Kidder, Alice
Financing and Sustaining Mobility Programs in Rural Areas: A Manual. Final Report.
Urban Mass Transportation Administration (DOT), Washington, D.C.
Report No.—DOT-1-87-2
Pub Date—Aug 86
Note—89p.; Prepared for Office of Service and Management Demonstrations Urban Mass Transportation Administration.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Planning, Community Programs, *Delivery Systems, *Financial Support, Guidelines, Needs Assessment, Program Costs, Program Descriptions, Program Design, *Program Development, *Rural Areas, Rural Development, Self Help Programs, *Transportation, Voluntary Agencies, *Volunteers
This manual focuses on the start-up and operation of low-cost transportation in rural areas. A principal focus is the use of volunteers and/or the consolidation of rides through a brokerage program. Chapter One provides an overview of what financial and operating decisions must be made to design a volunteer system. Chapter Two describes easy methods for determining need for service and discusses needs assessment and demand estimation relative to the issues of passenger willingness to pay. Chapter Three addresses the service levels to be offered by a program and offers suggestions on formulas for estimating cash and other resource costs of service level choice. Chapter Four considers choices about organization and reviews the costs of starting a low-cost system based upon surveys completed by Syracuse University (New York). Chapter Five outlines budgeting for day-to-day operations. Chapter Six examines the sources of volunteers and financial support to sustain low-cost systems. Chapter Seven reviews the five most frequently asked questions about financing and sustaining volunteer systems. An appendix profiles 20 case study programs in 12 states, describing service areas, numbers of vehicles and volunteers, budgets, type of service, and sources of cash. An annotated bibliography cites 58 references. (NEC)

ED 287 652 RC 016 465
Griffiths, Curt Taylor, Ed.
Northern Youth in Crisis: A Challenge for Justice.
Simon Fraser Univ., Burnaby (British Columbia).
Spons Agency—Department of Justice, Ottawa (Ontario).; Ministry of the Solicitor General, Ottawa (Ontario).
Report No.—ISBN-0-86491-075-4
Pub Date—87
Note—172p.; Publication based on materials presented at the Annual Meeting of the Northern Conference (2nd, Val d'Or, Quebec, Canada, November 1985).
Available from—Youth in Crisis/Northern Conference, c/o Continuing Studies, Simon Fraser University, Burnaby, British Columbia, Canada V5A 1S6 ($30.00 Canadian, $25.00 U.S. Currency, plus $4.00 postage and handling).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Failure, Adolescent Development, Alcoholism, *American Indian Education, American Indians, *Canada Natives, Child Welfare, *Community Role, Community Services, Correctional Institutions, Cultural Differences, Daily Living Skills, *Delinquency, *Dropouts, Drug Abuse, Juvenile Courts, Mental Health, Minority Groups, Parent Role, Prisoners, Problem Solving, Social Problems, Tribal Sovereignty, Underemployment, Young Adults, *Youth, Youth Problems, Youth Programs
Identifiers—Canada (North), Wilderness Education Programs, Young Offenders Act 1984 (Canada)
Northern youth increasingly find themselves in a state of crisis–separated from family and community for the purposes of further education, exposed to the temptations of alcohol and drug abuse and facing the prospect of underemployment, they often come into contact with the justice system at an early age. Fascinated by and indoctrinated with the pervasive electronic culture of the south, but still rooted in a distinctive northern lifestyle, they are living between different worlds, cultures and races. This resource publication is based on materials presented at the second meeting of the Northern Conference (Quebec, Canada, 1985) which sought creative, indigenous solutions to the problems confronting northern youth and explored innovative, aboriginal and community-based alternatives to the present justice and child welfare approaches imported from southern Canada. The information is divided into eight modules: youth in the community; youth mental health; program initiatives for youth–creating alternatives; program initiatives for youth–teaching survival skills and cultural awareness; youth and the law; youth and the circuit court; youth in confinement–philosophies and programs; and; youth in care. Modules contain a summary of major issues, discussions among participants, a bibliography including audio-visual materials where appropriate, and information on program initiatives. A list of 29 resource persons is appended. (JMM)

ED 287 653 RC 016 466
Northern Conference Film and Video Guide on Native and Northern Justice Issues.
Simon Fraser Univ., Burnaby (British Columbia).
Report No.—ISBN-0-86491-051-7
Pub Date—85
Note—247p.; Prepared by the Northern Conference Resource Centre.
Available from—Northern Conference Film Guide, Continuing Studies, Simon Fraser University, Burnaby, British Columbia, Canada V5A 1S6 ($25.00 Canadian, $18.00 U.S. Currency).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescent Development, *American Indians, *Canada Natives, Children, Civil Rights, Community Services, Correctional Rehabilitation, Cultural Differences, *Cultural Education, *Delinquency, Drug Abuse, Economic Development, Eskimo Aleut Languages, Family Life, Family Programs, *Films, French, Government Role, Juvenile Courts, Legal Aid, Minority Groups, Slides, Social Problems, Suicide, Tribal Sovereignty, Tribes, Videotape Recordings, Young Adults, Youth, *Youth Problems, Youth Programs
Identifiers—Canada
Intended for teachers and practitioners, this film and video guide contains 235 entries pertaining to the administration of justice, culture and lifestyle, and education and services in northern Canada. It is divided into eight sections: Native lifestyle (97 items); economic development (28), rights and self-government (20); education and training (14); criminal justice system (26); family services (19); youth and children (10); and alcohol and drug abuse/suicide (21). Each entry includes: title, responsible person or organization, name and address of distributor, date (1960-1984), format (16mm film, videotape, slide-tape, etc.), presence of accompanying support materials, length, sound and color information, language (predominantly English, some also French and Inuit), rental/purchase fees and preview availability, suggested use, and a brief description. A title index is provided. Updates are to be published on a yearly basis. (JMM)

ED 287 654 RC 016 467
Bagby, Susan Anne
Educational Testing for Migrant Students. Fact Sheet.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—81
Note—5p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Criterion Referenced Tests, Educational Research, *Educational Testing, Elementary Secondary Education, *Migrant Education, Migrant Problems, Norm Referenced Tests, Student Mobility, *Student Placement, Test Bias, *Testing, *Test Selection, Test Validity
Identifiers—*Zip Test
The migrant lifestyle, in which a student moves to a new school nearly three times per year, destroys the continuity of educational programs and contributes to abnormally high dropout rates. Educational testing can help improve educational continuity for migrant students by yielding valuable information about their levels of skills mastery so they can be placed at appropriate instructional levels. Three types of educational tests are in use: norm-referenced tests, criterion-referenced tests, and locator tests. Although often misused to measure short term academic gains, locator tests can quickly place migrant children within three months of their work level. One locator test, the Zip Test, is designed specifically for migrant students. It uses familiar experiences to allow individual assessment of English language facility and rapid and reasonably accurate placement of children aged 5 to 12 in math and reading. Test bias and research problems make many tests inappropriate for minority migrant children. Conducting the longitudinal research necessary to establish a test's validity and reliability for migrant students is extremely difficult because of the students' high mobility. (NEC)

ED 287 655 RC 016 468
Euler, James S.
Developing an Outdoor Education Program for Public Schools. Fact Sheet.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 81
Note—4p.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, Curriculum, Curriculum Design, Elementary Secondary Education, *Environmental Education, Guidelines, Outdoor Activities, *Outdoor Education, *Program Development, *Public Schools, Scheduling, Site Selection, Teacher Education
Education in, for, and about the outdoors is an effective way to develop students' knowledge and appreciation of their environment, to stimulate their curiosity, and to motivate them to learn. Steps involved in establishing an outdoor education program for public schools include: (1) gaining support of school teachers and administrators, parents, and community members; (2) drafting a definite plan with specific recommendations on site locations, topics of study, schedules for the school year, and estimated costs; and (3) securing funding. Although science subjects (biology and geology) are especially suited to outdoor education, traditional classroom subjects such as math, music, and language arts can be taught. Sites can include gardens, farms, cemeteries, city parks and recreation areas, ponds, streams, forests, zoos, nature centers, fish hatcheries, and garbage dumps. Locations should have several types of topography or other unusual features, provide privacy, and have no hazards to students' safety. Administrative barriers to consider are class scheduling, transportation, and legal liability. Training in natural science, philosophy, and outdoor conservation can be provided for teachers through universities and existing outdoor education programs in 21 states. Eight sources of in-depth information on establishing an outdoor education program are listed. (NEC)

ED 287 656 RC 016 471
Tucker, Suzanne M.
Mexican American Special Education. Fact Sheet.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—81
Note—4p.
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability Identification, Bilingual Education, Cultural Influences, Culture Fair Tests, *Educational Discrimination, Elementary Secondary Education, English (Second Language), Gifted, *Handicap Identification, Mental Retardation, *Mexican American Education, Mexican Americans, Preschool Education, Spanish Speaking, *Special Education, Student Placement,

*Test Bias

Exceptional Mexican American students face difficulties not experienced by their Anglo counterparts because the educational system is not set up to deal with members of ethnic and cultural minorities. Spanish-speaking students face the problem of gaining competence in their first language while learning English as a second language. Standard psychometric tests discriminate against cultural minorities. In particular, Mexican American students are apt to be misplaced in classes for the mentally handicapped or not identified if they are gifted. There is a shortage of certified bilingual teachers and of appropriate bilingual instructional materials. The Bilingual Education Act of 1968 encouraged bilingual-bicultural education and paved the way for programs that have improved education for Mexican Americans. Research is being done to develop culturally valid tests for identifying gifted as well as handicapped minority students. Pluralistic evaluation, which combines psychometric assessment and adaptive behavior tests, is resolving the problem of misplacement of Mexican American students in special education classes for the mentally handicapped. (JHZ)

ED 287 657 RC 016 472

Connolly, Laura H. Tucker, Suzanne M.

Motivating the Mexican American Student. Fact Sheet.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 82

Note—4p.

Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, Bilingual Education, Cognitive Style, Cultural Awareness, *Cultural Influences, Elementary Secondary Education, Higher Education, *Language Role, Mexican American Education, *Mexican Americans, *Motivation Techniques, Role Models, Self Concept, *Student Motivation, Teacher Attitudes, *Teacher Role

To understand how to best motivate the Mexican American student, one must look not only to the factors considered relevant to achievement in mainstream Anglo American society, but also to specific problems faced by this minority group. Language barriers, cultural differences, economic background, and family attitudes combine to affect the educational and occupational aspirations of Mexican American students. Increased cross-cultural awareness by teachers is probably the key to motivating the Mexican American student. To begin with, since language is the most important manifestation of one's self, to deny the Mexican Americans' mother tongue is to deny their identity and thus eliminate motivation. Therefore, teachers of Mexican American students should be proficient in Spanish, to enable communication in the students' mother tongue, which would provide shared experiences between teacher and students and establish a link between the students' highly valued family and home and their school. Teachers can help enhance self-esteem through a positive attitude toward Mexican Americans, reinforcing student strengths, and setting high standards for achievement. Motivational and occupational role models should be provided. Finally, teachers must be aware of the educational implications of the learning style of Mexican American students. (JHZ)

ED 287 658 RC 016 473

Kosnick, Sally

American Indian Enrichment Activities. Mini-Review.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—81

Note—6p.

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, *American Indian Education, American Indian Literature, American Indians, Art Activities, *Creative Activities, *Cultural Activities, Cultural Education, Elementary Education, Enrichment Activities, Instructional Materials, Learning Activities, Minority Groups, *Multicultural Education, Music Activities, *Resource Materials

Focusing on American Indians, this annotated bibliography covers a variety of resources for enriching multicultural education in the elementary classroom and includes limited information about Mexican Americans, Blacks, and other cultural groups. Each of the 26 entries provides a descriptive annotation and indicates where the material can be obtained. In addition to three films, the bibliography lists curriculum guides, periodicals, coloring books, and references containing legends, games, songs, and illustrations. Regional American Indian cultures are represented and specific tribes are mentioned including Lakota, Haida, Blackfeet, and Navajo. Examples of activities appearing in the annotations are constructing a longhouse, writing a legend, role playing, dancing, building a model totem pole, translating and writing pictograph stories, creating geometrical beadwork designs, and learning traditional games. (JHZ)

SE

ED 287 659 SE 048 609

Mathematics & Sciences. Grade 12 Diploma Examinations Program. 1985-86 School Year.

Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.

Pub Date—Aug 85

Note—18p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, *Biology, *Chemistry, Educational Testing, Foreign Countries, *Grade 12, *Mathematics Achievement, Mathematics Tests, *Physics, Science Tests, Secondary Education, Secondary School Mathematics, Secondary School Science, Test Format

Identifiers—Alberta (Edmonton), *Science Achievement

Information is presented about the grade 12 diploma examinations for Mathematics 30, Biology 30, Chemistry 30, and Physics 30 that were administered in 1986. Topics explained include: (1) general format of the examinations (stating the content, emphasis, and time allotments); (2) examination schedules (listing the calendar dates and times for the examinations); (3) preparation of the examinations (describing the review process); (4) scoring of the examinations (specifying the required qualifications of the markers); and (5) descriptions of the Mathematics, Biology, Chemistry, and Physics examinations (explaining the content, blueprint, and distribution of questions by percentage for each examination). Appendices include guidelines for significant digits, manipulation of data, rounding, and an explanation of cognitive levels. (RH)

ED 287 660 SE 048 610

Mathematics & Sciences. Grade 12 Diploma Examinations Program. 1987-88 School Year=-Mathematiques & Sciences. Programme des examens-Diplome de 12e annee. Annee scolaire 1987-88.

Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.

Pub Date—Aug 87

Note—45p.

Language—English; French

Pub Type— Guides - General (050)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, *Biology, Educational Testing, Foreign Countries, *Grade 12, *Mathematics Achievement, Mathematics Tests, *Physics, Science Tests, Secondary Education, Secondary School Mathematics, Secondary School Science, Test Format

Identifiers—Alberta (Edmonton), *Science Achievement

Information is presented about the grade 12 diploma examinations for Mathematics 30, Biology 30, Chemistry 30, and Physics 30 to be administered in 1988. Included are both the French and English language versions of the document. Topics explained include: (1) general format of the examinations (stating the content, emphasis, and time allotments); (2) examination schedules (listing the calendar dates and times for the examinations); (3) preparation of the examinations (describing the review process); (4) scoring of the examinations (specifying the required qualifications of the markers); and (5) descriptions of the Mathematics, Biology, Chemistry, and Physics examinations (explaining the content, blueprint, and distribution of questions by percentage for each examination). Appendices include guidelines for significant digits, manipulation of data, rounding, and an explanation of cognitive levels. (RH)

ED 287 661 SE 048 611

Mathematics: Model Curriculum Guide, Kindergarten through Grade Eight.

California State Dept. of Education, Sacramento.

Report No.—ISBN-0-8011-0664-8

Pub Date—87

Note—110p.; For the related mathematics curriculum, see ED 269 250; for science curriculum, see SE 048 634.

Available from—Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento CA 95802-0271 ($2.75 plus tax).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Algebra, Elementary Education, *Elementary School Mathematics, Functions (Mathematics), Geometry, *Mathematical Applications, *Mathematical Logic, Mathematics Curriculum, *Mathematics Instruction, Measurement, *Number Concepts, Probability, State Curriculum Guides, Statistics

Identifiers—*California

This document has been written to relate to the "Mathematics Framework for California Public Schools, Kindergarten through Grade Twelve" published in 1985. Part 1 of the document provides a brief summary of important characteristics of a strong elementary mathematics program. Part 2 of the document presents a portrait of a desired elementary mathematics program focused on the development of student understanding. Included in part 2 are discussions, lessons, and teaching suggestions related to certain basic, underlying mathematical ideas referred to in the "Mathematics Framework" as the "essential understandings." These are: (1) number; (2) measurement; (3) geometry; (4) patterns and functions; (5) statistics and probability; (6) logic; and (7) algebra. (RH)

ED 287 662 SE 048 612

Lundin, Janet, Ed. And Others

Secondary Textbook Review: General Mathematics. Grades Nine through Twelve.

California State Dept. of Education, Sacramento.

Report No.—ISBN-0-8011-0677-X

Pub Date—87

Note—303p.

Available from—Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($6.50).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—High Schools, Mathematical Applications, Mathematics Curriculum, *Mathematics Instruction, Number Concepts, *Secondary School Mathematics, *Textbook Content, *Textbook Selection

Identifiers—*California

This publication is intended to serve as a resource for teachers who are responsible for selecting textbooks for general mathematics courses in high school. Contained are 18 factual textbook reviews. (The reviews do not contain assessments about the quality of the books). Each review includes four parts. Part 1 contains information furnished by the publisher to describe the textbook and its intended audience. Part 2 provides two kinds of information about each textbook in chart format: the first is the emphasis given to each of 25 mathematical topics; the second is the level of the textbook's content compared with levels established as goals or targets in the State of California's "Model Curriculum Standards: Mathematics" and the "Mathematics Framework." Part 3 indicates the extent to which each textbook stresses six "framework focuses" described in the "Mathematics Framework." Part 4 indicates materials that are furnished by the publisher when student textbooks are purchased. Textbooks are included from: (1) Addison-Wesley Publishing Company; (2) Allyn and Bacon, Inc.; (3) Amsco School Publications, Inc.; (4) EDITS; (5) Glencoe Publishing Company; (6) Hammond, Inc.; (7) Harcourt Brace Jovanovich, Inc.; (8) D. C. Heath and Company; (9) Holt, Rinehart and Winston; (10) Houghton Mifflin Company; (11) Laidlaw Educational Publishers; (12) Media Materials,

Inc.; (13) Scott, Foresman and Company; (14) University of Chicago Mathematics Project; and (15) West Educational Publishing. (RH)

ED 287 663 SE 048 613
Computers in Mathematics Classrooms 1986-1987.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Spons Agency—Apple Computer, Inc., Cupertino, CA.; National Science Foundation, Washington, D.C.
Pub Date—Jul 87
Grant—OSA-8470369
Note—566p.
Available from—National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors—Computer Assisted Instruction, *Computer Uses in Education, Courseware, *Elementary School Mathematics, Elementary Secondary Education, *Inservice Teacher Education, Mathematical Applications, Mathematical Enrichment, Mathematics Education, *Mathematics Instruction, Mathematics Skills, *Professional Associations, School Business Relationship, *Secondary School Mathematics
This is a project of the National Council of Teachers of Mathematics (NCTM) designed to assist leaders in mathematics education who conduct in-service programs for teachers. Six conferences were held at sites across the country during the summers of 1986 and 1987. Approximately 25 different 3-member teams consisting of school and college leaders attended each 4-day conference. The teams were selected on the basis of their qualifications and experience in the use of computers to enhance mathematics instruction and on their experience and expectations to conduct in-service programs. The materials in this packet were submitted to NCTM staff members to be used throughout the conferences and to be used as a resource by conference participants when they design in-service programs following the conference. Included are: (1) reference papers for conference presentations; (2) resource papers; (3) sample materials to be used in working with groups of teachers; and (4) sample student materials. (TW)

ED 287 664 SE 048 614
Talton, Carolyn F. Francis, Azalia S.
TAPS–A Thinking Approach to Problem Solving. A Cognitive Schema for Choosing the Operation in Routine Mathematical Word Problems, Kindergarten through Grade Eight.
Pub Date—Oct 87
Note—138p.; Some drawings may not reproduce well.
Available from—Action Competencies for Teachers, Rt. 1, Lester, AL 35647 ($9.95, 10 or more $8.50).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Addition, Division, Elementary Education, *Elementary School Mathematics, *Kindergarten, *Mathematical Logic, *Mathematics Instruction, Middle Schools, Multiplication, *Problem Solving, Secondary School Mathematics, Subtraction, *Word Problems (Mathematics)
Identifiers—*Thinking Approach to Problem Solving
Thinking Approach to Problem Solving (TAPS) is a decision-making model that will assist students, kindergarten through grade eight, to decide on the choice of operation in routine mathematical word problems. The TAPS algorithm, or plan, suggests that students read a word problem, determine the question to be answered in the problem, use concrete manipulatives to model the groups, and analyze action(s) that must be taken with groups to answer the question(s) asked in the problem. After modeling the groups students can decide on the solution strategy. The thinking strategy begins with application of addition and subtraction operations. The multiplication and division operations apply to the middle grades. Included in the document are: chapter 1 (containing an introduction and sections on the thinking process, the communication process, and mathematical processes); chapter 2 (explaining the three basic actions and the TAPS Model); chapter 3 (providing a scope and sequence of TAPS applications and sample lessons); and a bibliography. (RH)

ED 287 665 SE 048 616
Industrial Technology. Iowa Developed Energy Activity Sampler, 6-12. Revised.
Iowa State Dept. of Education, Des Moines.
Spons Agency—Iowa State Dept. of Natural Resources, Des Moines. Energy Div.
Pub Date—87
Note—82p.; For a prior revision, see ED 275 522. Some illustrations may not reproduce well.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Conservation (Environment), Elementary Secondary Education, *Energy Conservation, *Energy Education, *Environmental Education, *Industrial Education, Interdisciplinary Approach, *Learning Activities, Piagetian Theory, Power Technology, State Curriculum Guides, Technological Advancement
Identifiers—*Iowa
The revised Iowa Developed Energy Activity Sampler (IDEAS) was compiled using the original IDEAS program and the Energy Conservation Activity Packets (ECAPS). This document is one of the series of revised IDEAS booklets, and provides activities for teaching industrial arts/technology education. The activities are intended to present energy principles in an interesting manner and to develop student skills in acquiring information and making well-informed decisions about energy issues. Each of the 17 activities in this document includes: (1) the subject area for which the activity was written; (2) the grade level; (3) a brief statement about the activity itself; (4) the objective(s) of the activity; (5) a list of materials needed; (6) the approximate amount of time needed for the activity; (7) a more complete description of the activity, including the various components of the activity and their relationship to Jean Piaget's learning cycle (awareness, concept development, application); and (8) some follow-up/background information. In some activities the original source of the activity is also given. The focal points of the entire document are energy concerns, impacts, choices, challenges, and conservation. (TW)

ED 287 666 SE 048 617
Mathematics. Iowa Developed Energy Activity Sampler, 6-12. Revised.
Iowa State Dept. of Education, Des Moines.
Spons Agency—Iowa State Dept. of Natural Resources, Des Moines. Energy Div.
Pub Date—87
Note—92p.; For a prior revision, see ED 275 529.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Elementary School Mathematics, Elementary Secondary Education, *Energy Conservation, *Energy Education, Environmental Education, Interdisciplinary Approach, Learning Activities, Mathematics Education, *Mathematics Instruction, Piagetian Theory, Science and Society, *Secondary School Mathematics, State Curriculum Guides
Identifiers—*Iowa
The revised Iowa Developed Energy Activity Sampler (IDEAS) was compiled using the original IDEAS program and the Energy Conservation Activity Packets (ECAPS). This document is one of the series of revised IDEAS booklets, and provides activities for teaching mathematics. The activities are intended to present energy principles in an interesting manner and to develop student skills in acquiring information and making well-informed decisions about energy issues. Each of the 25 activities in this document includes: (1) the subject area for which the activity was written; (2) the grade level; (3) a brief statement about the activity itself; (4) the objective(s) of the activity; (5) a list of materials needed; (6) the approximate amount of time needed for the activity; (7) a more complete description of the activity, including the various components of the activity and their relationship to Jean Piaget's learning cycle (awareness, concept development, application); and (8) some follow-up/background information. In some activities the original source of the activity is also given. The focal points of the entire document are energy concerns, impacts, choices, challenges, and conservation. (TW)

ED 287 667 SE 048 618
Energy Conservation Activities for Elementary Grades (Or: How To Help Slim Down the Energy Monster). Iowa Developed Energy Activities Sampler, Intermediate 3-5. Revised.
Iowa State Dept. of Education, Des Moines.
Spons Agency—Iowa State Dept. of Natural Resources, Des Moines. Energy Div.
Pub Date—87
Note—135p.; For a prior edition, see ED 275 527. Drawings may not reproduce well.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Cognitive Processes, Electricity, Elementary Education, *Elementary School Curriculum, *Energy Conservation, *Energy Education, Environmental Education, Grade 3, Grade 4, Grade 5, Instructional Materials, Interdisciplinary Approach, *Learning Activities, Learning Processes, Piagetian Theory, Science Education, Social Studies, State Curriculum Guides
Identifiers—*Iowa
The revised Iowa Developed Energy Activity Sampler (IDEAS) was compiled using the original IDEAS program and the Energy Conservation Activity Packets (ECAPS). This booklet provides activities for teachers in the intermediate elementary grades (3-5) and is designed to enable students to develop a comprehensive understanding of energy concepts. Each of the 22 activities include: (1) the subject area for which the activity was written; (2) the grade level; (3) a brief statement about the activity itself; (4) the objective(s) of the activity; (5) a list of materials needed; (6) the approximate amount of time needed for the activity; (7) a more complete description of the activity, including the various components of the activity and their relationship to Jean Piaget's learning cycle (awareness, concept development, application); and (8) some follow-up/background information. In some activities the original source of the activity is also given. The focal points of the entire document are energy concerns, impacts, choices, challenges, and conservation. (TW)

ED 287 668 SE 048 619
Energy Conservation Activities for Elementary Grades (Or: How To Help Slim Down the Energy Monster). Iowa Developed Energy Activities Sampler, Primary K-2. Revised.
Iowa State Dept. of Education, Des Moines.
Spons Agency—Iowa State Dept. of Natural Resources, Des Moines. Energy Div.
Pub Date—87
Note—99p.; For a prior edition, see ED 275 528.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Cognitive Processes, Electricity, *Elementary School Curriculum, *Energy Conservation, *Energy Education, Environmental Education, Grade 1, Grade 2, Instructional Materials, Interdisciplinary Approach, Kindergarten, *Learning Activities, Learning Processes, Natural Resources, Piagetian Theory, Primary Education, Science Education, Social Studies, State Curriculum Guides
Identifiers—*Iowa
The revised Iowa Developed Energy Activity Sampler (IDEAS) was compiled using the original IDEAS program and the Energy Conservation Activity Packets (ECAPS). This booklet provides activities for teachers to use in the primary elementary grades (K-2). The activities are organized into nine units, with units 1 through 8 containing three activities each, and unit 9 serving as a final review. Each activity includes: (1) the subject area for which the activity was written; (2) the grade level; (3) a brief statement about the activity itself; (4) the objective(s) of the activity; (5) a list of materials needed; (6) the approximate amount of time needed for the activity; (7) a more complete description of the activity, including the various components of the activity and their relationship to Jean Piaget's learning cycle (awareness, concept development, application); and (8) some follow-up/background information. In some activities the original source of the activity is also given. The focal points of the entire document are energy concerns, impacts, choices, challenges, and conservation. (TW)

ED 287 669 SE 048 620
Science. Iowa Developed Energy Activity Sampler, 6-12. Revised.
Iowa State Dept. of Education, Des Moines.
Spons Agency—Iowa State Dept. of Natural Resources, Des Moines. Energy Div.
Pub Date—87
Note—105p.; For a prior revision, see ED 275 524.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Elementary School Science, Elementary Secondary Education, Energy Conserva-

tion, *Energy Education, Environmental Education, Interdisciplinary Approach, Learning Activities, Piagetian Theory, *Science Activities, Science and Society, *Science Instruction, *Secondary School Science, *State Curriculum Guides
Identifiers—*Iowa
The revised Iowa Developed Energy Activity Sampler (IDEAS) was compiled using the original IDEAS program and the Energy Conservation Activity Packets (ECAPS). This document is one of the series of revised IDEAS booklets, and provides activities for teaching science. The activities are intended to present energy principles in an interesting manner and to develop student skills in acquiring information and making well-informed decisions about energy issues. Each of the 25 activities in this document includes: (1) the subject area for which the activity was written; (2) the grade level; (3) a brief statement about the activity itself; (4) the objective(s) of the activity; (5) a list of materials needed; (6) the approximate amount of time needed for the activity; (7) a more complete description of the activity, including the various components of the activity and their relationship to Jean Piaget's learning cycle (awareness, concept development, application); and (8) some follow-up/background information. In some activities the original source of the activity is also given. The focal points of the entire document are energy concerns, impacts, choices, challenges, and conservation. (TW)

ED 287 670 SE 048 621
Geology Is. Preliminary Edition. Volumes I and II, Including Activity Sheets.
O'Fallon Township High School District #203, IL.
Pub Date—85
Note—608p.; A Title IVc Innovation Project developed at O'Fallon Township High School District #203, O'Fallon, IL.
Available from—Kendall/Hunt Publishing Company, 2460 Kerper Blvd., Dubuque, IA 52001.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors—Astronomy, Cartography, *Course Content, Environmental Education, Force, *Geology, Minerals, Plate Tectonics, *Science Activities, Science and Society, *Science Instruction, Secondary Education, *Secondary School Science, *Textbooks
Identifiers—*Environmental Geology
Presented in this document is a full-year, two-semester course in geology for high school students. Composed of 5 units and 20 chapters, the course emphasizes the practical aspects of geology with special attention to the relationship between geoscience processes and the environment and to the application of scientific and technical expertise to problems facing society. The text is divided into two volumes, one for each semester, and supplementing each volume is a set of student activity sheets keyed directly to the various chapters of the text. Topics of the three units of volume 1 are: (1) what geology involves and why it is important; (2) the specific materials of which the earth is made and their special importance to people; and (3) how to visualize the earth by reading maps and understanding their uses. The two units of volume 2 deal respectively with: (1) the various processes involved in the structure and composition of the earth and their interrelationships; and (2) the forces that affect the earth's surface, for example, water, wind, and ice. In both volumes each chapter begins with a chapter outline, followed by a list of related activities, a set of "geo facts" (interesting trivia related to the topic under study), and a list of relevant terms. Concluding each chapter is a series of problems and questions related to the information provided in the main text. (AA)

ED 287 671 SE 048 625
Murray, Tom And Others
Remediating Physics Misconceptions Using an Analogy-Based Computer Tutor. Draft.
Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—Jul 87
Grant—NSF-MDR-840579
Note—50p.; Contains light and broken type.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Science, *Computer Assisted Instruction, Concept Formation, Higher Education, Microcomputers, *Misconceptions, *Physics, *Science Instruction, Scientific Concepts, Student Evaluation, *Tutoring
Identifiers—*Bridging Analogies, Science Education Research
Described is a computer tutor designed to help students gain a qualitative understanding of important physics concepts. The tutor simulates a teaching strategy called "bridging analogies" that previous research has demonstrated to be successful in one-on-one tutoring and written explanation studies. The strategy is designed to remedy misconceptions by appealing to existing correct intuitions, and extending these intuitions by encouraging analogical thinking. The strategy was motivating and successful for some learning situations. Analysis of the data indicates those situations in which the strategy worked well and those where alternatives are needed. Implications for improving the tutor using artificial intelligence technology to incorporate a representation of student beliefs and intelligent sequencing of example presentations are outlined. (Author/RH)

ED 287 672 SE 048 626
Benander, Lynn Clement, John
Catalogue of Error Patterns Observed in Courses on Basic Mathematics. Working Draft.
Spons Agency—EXXON Education Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date—85
Grant—6008302557
Note—39p.; Contains some light and broken type.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Algebra, *Arithmetic, Elementary Education, *Elementary School Mathematics, *Error Patterns, Fractions, Functions (Mathematics), *Geometry, Mathematics Instruction, *Number Concepts, *Problem Solving, Whole Numbers
This booklet is a catalog of error patterns found in basic arithmetic and algebra courses. It is intended to be used as a resource by instructors and tutors teaching these concepts. The material is divided into major concept headings with subheadings. The error patterns are named and given a brief general description followed by a specific example of the error. Major concept headings include the following: (1) Basic Problem Solving Skills; (2) Averages; (3) Whole Numbers; (4) Fractions; (5) Decimals; (6) Percents; (7) Integers; (8) Exponents; (9) Simple Equations; (10) Ratios and Proportions; (11) Geometry; and (12) Graphing. (RH)

ED 287 673 SE 048 627
Hornik, Frantisek, Ed. Lipertova, Pavla, Ed.
Didactics of Biology. Selected Bibliography for 1984. Information Bulletin.
Charles Univ., Prague (Czechoslovakia). Central Library.
Pub Date—87
Note—370p.; For a prior edition, see ED 264 144. Contains some faint/broken print.
Available from—Central Library, Sectional Information Centre of Pedagogical Faculty, Charles University, Prague, Czechoslovakia.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Biology, College Science, Geology, Higher Education, Instructional Materials, Science Activities, Science Curriculum, *Science Education, Science History, *Science Instruction, *Science Materials, Science Teachers, Secondary Education, Secondary School Science, Teacher Education, *Teaching Methods, Technology
Selected articles on various aspects of biology teaching published in 1984 have been annotated in this bibliography. Entries from 23 journals representing 10 countries are presented according to a topic area classification scheme listed in the table of contents. Countries represented include: Australia; Bulgaria; Czechoslovakia; Federal Republic of Germany; France; German Democratic Republic; Great Britain; Hungary; Italy; Poland; Soviet Union; and the United States. The general topic areas include: didactics of biology as a scientific discipline; history of biology; biology instruction abroad; teaching/educational objectives; biology teaching at general education schools; content of biology instruction; didactical principles in biology instruction; biology instructional media; organizational forms of biology instruction; planning biology instruction; outcomes of biology instruction; biology tests; and articles concerning scientific biology. Each entry (numbered according to a code in the table of contents) includes author, original title (and English translation when appropriate), complete journal reference, and English abstract. Entries do not necessarily reflect all the topic and sub-topic areas included in the table of contents. (RH)

ED 287 674 SE 048 628
Grade 9 Mathematics. Student Achievement Testing Program Bulletin. 1987 School Year.
Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.
Pub Date—Sep 87
Note—24p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, *Educational Testing, Foreign Countries, *Grade 9, *Mathematics Achievement, Mathematics Education, *Mathematics Tests, Secondary Education, *Secondary School Mathematics, *Test Format
Identifiers—Alberta (Edmonton)
Information is presented about the grade 9 mathematics examination to be administered in 1988. Contents include: (1) Introduction; (2) General Information (including Purpose of the Achievement Testing Program, Nature of the Achievement Testing Program, Exemptions from the Achievement Testing Program, Students Receiving Instruction in French, Administration of the Achievement Testing Program, and Reporting Achievement Test Results); (3) Description of the Grade 9 Mathematics Test (including General Description, Content of the Test, Blueprint for the Achievement Test, Sample Questions and Key and Question Information); (4) Appendix A: Description of the New Grade 9 Mathematics Test; and (5) Appendix B: Explanation of Cognitive Levels. (RH)

ED 287 675 SE 048 629
Wirszup, Izaak, Ed. Streit, Robert, Ed.
Developments in School Mathematics Education around the World. Applications-Oriented Curricula and Technology-Supported Learning for All Students. Proceedings of the UCSMP International Conference on Mathematics Education (Chicago, Illinois, March 28-30, 1985).
Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.
Spons Agency—Amoco Foundation, Inc., Chicago, IL.
Report No.—ISBN-0-87353-249-X
Pub Date—87
Note—735p.
Available from—National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 ($20.00; 10 or more copies 20% discount).
Pub Type— Collected Works - Proceedings (021) — Reports - Research (143)
Document Not Available from EDRS.
Descriptors—Computers, *Educational Trends, *Elementary School Mathematics, Innovation, *Mathematical Applications, *Mathematics Instruction, Microcomputers, *Secondary School Mathematics
Identifiers—Europe, Japan, Mathematics Education Research, United States
Reported in this conference proceedings are educational activities related to mathematics education from several countries. The conference was devoted primarily to two major topics closely connected with the University of Chicago School Mathematics Project (UCSMP): (1) Development of an applications-oriented mathematics curriculum for all students; and (2) innovative instructional strategies applying new technologies and research findings. Papers presented are organized into the following categories: (1) School Mathematics Education Worldwide (13 papers); (2) General Principles, Curriculum Design, and Instructional Strategies (14 papers); and (3) Technology-Supported Learning (9 papers). Thirty-six foreign and American mathematicians and educators presented papers and participated in panel discussions. (RH)

ED 287 676 SE 048 630
Cantrell, Diane C.
A Case Study Analysis of Curriculum Implementation as Exemplified by Project WILD in One Midwestern State.
Pub Date—87
Note—443p.; Ph.D. Dissertation, The Ohio State University.
Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)
EDRS Price - MF01/PC18 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Research, Ecology, Elementary Secondary Education, *Environmental Education, Experiential Learning, *Government School Relationship, Instructional Materials, Interdisciplinary Approach, Natural Resources, *Program Implementation, Science and Society, *State Surveys, Teacher Role, *Wildlife
Identifiers—Environmental Education Research, Ohio, *Project WILD
Designed for elementary and secondary teachers, Project WILD is an interdisciplinary, supplementary environmental education program which emphasizes wildlife. This study examines the process of curriculum implementation as exemplified by Project WILD in Ohio by tracing its implementation from the national level to the use of instructional materials in the classroom. In this case, curriculum implementation refers to actions undertaken to put into effect educational programs, policies, and/or practices which already exist and are new to the people attempting or expecting to use them. Naturalistic research techniques used for data collection included participant observation and interviewing and documentation at four levels of implementation. Emerging from the results were seven themes, including: (1) curriculum implementation evolved as a complex process with overlapping and interactive processes; (2) safeguards for implementation included the quality and nature of Project WILD and the structure of the inservice program; (3) workshops were the most important strategy for implementation; (4) an emphasis on flexibility permeated the implementation process, workshops and materials; (5) teachers were viewed as significant players in implementation; (6) a partnership between resource management and education played an important role; and (7) implementation was shaped by an element of fate and the human dimension. (TW)

ED 287 677 SE 048 631
Guidelines for Program Development–Science.
Kansas State Dept. of Education, Topeka.
Pub Date—Oct 84
Note—66p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Development, Curriculum Evaluation, Elementary School Science, Elementary Secondary Education, Problem Solving, Science and Society, *Science Curriculum, Science Education, Science Instruction, Science Teachers, Secondary School Science, State Curriculum Guides, Student Evaluation, Theory Practice Relationship
Identifiers—*Kansas
This guide is designed to provide a rationale and structure which can enable educational planners and decision makers in Kansas to develop and select science curricula. The content of the publication is intended to be used by administrators in charge of curriculum, departmental and district science chairpersons, and all teachers, citizens and students interested in science curriculum planning. The guide is K-12 in scope and it is suggested that school districts in Kansas use the objectives presented in the guide as criteria for evaluation. Included in the document are sections on: (1) a model for science education; (2) learning processes; (3) psychomotor skills; (4) a learning process model of instruction, (5) attitudes and values; (6) program outcome objectives; and (7) overall science objectives and skills. The appendices contain references and suggested readings for the classroom teachers, classroom hints for the teacher, and information on what research says about teaching science. (TW)

ED 287 678 SE 048 632
Garner, Gerald J. And Others
Science Safety Handbook for California High Schools.
California State Dept. of Education, Sacramento.
Report No.—ISBN-0-8011-0669-9
Pub Date—87
Note—182p.
Available from—Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($5.75 no binder–ISBN-0-8011-0669-9; $8.75 with binder–ISBN-0-8011-0668-0).
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Elementary School Science, Elementary Secondary Education, *Emergency Programs, Field Trips, Hazardous Materials, *Laboratory Safety, Outdoor Education, *School Safety, Science Education, Science Instruction, *Secondary School Science, State Legislation
Identifiers—*California
This document was prepared in an effort to help science teachers, administrators, and school staff members in California understand and avoid situations in which accidents could occur in the science laboratory or on field trips and outdoor education experiences. It contains major sections on: (1) first aid (including information on animal and insect bites, burns, eye treatment, exposure to potential poisons, cardiopulmonary resuscitation (CPR), and the recognition and treatment of shock); (2) laboratory safety precautions (containing general information, along with safety suggestions for biology, chemistry, and physics laboratories), and (3) general laboratory practices (addressing fire prevention and control, the use of animals in the classroom, the use of goggles and safety shields, field trips, poisonous plants and plant parts, radiation-producing equipment and materials, radioactive materials, earthquake preparation, and the development of an earthquake response plan). The appendices include citations of state legislation and regulations dealing with school safety, and numerous checklists and student statement forms. (TW)

ED 287 679 SE 048 633
Science Student Enrichment Opportunities.
California State Dept. of Education, Sacramento.
Pub Date—87
Note—28p.
Available from—Mathematics/Science Education Unit, California State Dept. of Education, 721 Capitol Mall, P.O. Box 944272, Sacramento, CA 94244-2720 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Awards, Competition, *Elementary School Science, Elementary Secondary Education, *Extracurricular Activities, Group Activities, Scholarships, School Business Relationship, Science Activities, Science Education, *Science Fairs, Science Instruction, Science Projects, *Secondary School Science, *Student Projects
Identifiers—*California
This document was developed with the intention of increasing California public school students' awareness of and participation in science-related enrichment activities. Some of the activities are intended for participation by individuals, while others are meant for teams of students. These annual events are listed in chronological order for a typical school year. They include: (1) the Research Training Program (Southern California Academy of Sciences); (2) the Edison/McGraw Scholarship Program; (3) the Westinghouse Science Talent Search; (4) the "Weekly Reader" National Invention Contest; (5) the International Chemistry Olympiad; (6) the Bausch and Lomb Science Award; (7) the Science Essay Awards; (8) the International Physics Olympiad; (9) the Space Shuttle Program; (10) the Duracell Scholarship Competition; (11) the Junior Science and Humanities Symposium; (12) the Bay Area Chemathon; (13) the Ernest O. Lawrence Nobel Travel Award; (14) the Science Week Award (Lawrence Berkeley Laboratory); (15) Olympics of the Mind; (16) JETS' TEAMS Competition; (17) Physics Students Day at Six Flags/Magic Mountain; (18) Physics Day at Great America; (19) Regional Science and Engineering Fairs; (20) the International Science and Engineering Fair; and (21) the California State Science Fair. (TW)

ED 287 680 SE 048 634
Science: Model Curriculum Guide, Kindergarten through Grade Eight.
California State Dept. of Education, Sacramento.
Report No.—ISBN-0-8011-0665-6
Pub Date—87
Note—134p.; For the related mathematics curriculum, see SE 048 611.
Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.25 plus tax).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Biological Sciences, Earth Science, Elementary Education, *Elementary School Science, Interdisciplinary Approach, Physical Sciences, Process Education, *Science Activities, Science Education, Science Experiments, *Science Instruction, State Curriculum Guides
Identifiers—*California
This guide was developed with the intention of helping teachers and school site administrators in California review the elementary science curriculum and compare it to an idealized model that is presented in the document. Part I of the guide provides a summary of a number of characteristics considered to be important to a strong elementary science program. It was designed to aid teachers, principals, and parents in identifying features of their local science program where attention is needed. Part II presents a full-scale portrait of an elementary science program that focuses on the development of student understanding. This section presents teaching ideas that are concerned with both the knowledge base and science process skills. Common themes are present in the discussion of science instruction in the various subject areas. The disciplines and associated themes addressed are: (1) biological science (cells, genetics, evolution, plants, protists, animals, human beings, ecosystems); (2) earth science (astronomy, geology and natural resources, meteorology, oceanography and hydrology); and (3) physical science (matter, mechanics, energy sources and transformation, heat, light, electricity, magnetism, and sound). (TW)

ED 287 681 SE 048 635
The Changing Atmosphere: UNEP Environment Brief No. 1.
United Nations Environment Programme, Nairobi (Kenya).
Pub Date—[87]
Note—9p.; Color charts and portions printed in color may not reproduce well.
Available from—United Nations Environment Programme, P.O. Box 30552, Nairobi, Kenya.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Air Pollution, *Climate, Conservation (Environment), *Ecological Factors, Environmental Education, *Environmental Influences, Foreign Countries, Global Approach, International Cooperation, *International Programs, Natural Resources, Quality of Life, Science and Society, *World Problems
Identifiers—*Greenhouse Effect, Ozone
Discussed are the following topics: (1) the greenhouse problem, including the processes involved and some possible resulting scenarios; (2) ozone, the "umbrella" protecting the earth from lethal concentrations of ultraviolet rays and the problem of decreasing ozone levels; (3) what could happen as the earth gets warmer (including discussions of rising sea levels, increased plant growth, and additional ultraviolet levels); (4) what can be done to minimize both greenhouse heating and ozone depletion (encouraging international cooperation); and (5) how the United Nations Environment Programme (UNEP) is helping. A bibliography is included. (TW)

ED 287 682 SE 048 636
Sands of Change: Why Land Becomes Desert and What Can Be Done about It. UNEP Environment Brief No. 2.
United Nations Environment Programme, Nairobi (Kenya).
Pub Date—[87]
Note—9p.; Color charts and portions printed in color may not reproduce well.
Available from—United Nations Environment Programme, P.O. Box 30552, Nairobi, Kenya.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Climate, Conservation (Environment), *Depleted Resources, *Developing Nations, *Ecological Factors, *Environmental Education, Environmental Influences, Foreign Countries, Global Approach, International Cooperation, International Organizations, Natural Resources, Socioeconomic Influences, Socioeconomic Status, *Soil Conservation
Identifiers—*Desertification
Poor land and environmental pressures are degrading many of the world's dryland areas. Despite international efforts to halt desertification, the problem is worsening; one-third of the earth's land area, and as many as 850 million of the world's poorest people, are potentially at risk. Presented are some of the key facts and possible solutions to this problem. The discussion considers: (1) the causes of desertifi-

cation (stressing that the land being affected is deteriorating from within); (2) the areas at risk (outlining regions in various continents that are at moderate to high risk, or are already deserts); (3) the populations of people who are affected (mainly those living in low income developing countries who can least afford it); (4) the costs of desertification (using the Sahel region as an example); (5) what can be done (encouraging the involvement of non-governmental organizations); and (6) how the United Nations Environment Programme (UNEP) is helping. A bibliography is included. (TW)

ED 287 683 SE 048 637
Warner, H. D.
Instructor/Operator Station Design Handbook for Aircrew Training Devices. Final Technical Report for Period March 1982-December 1986.
Dayton Univ., Ohio. Research Inst.
Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.—AFHRL-TR-87-12
Pub Date—Oct 87
Note—288p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Aerospace Industry, Aircraft Pilots, Annotated Bibliographies, Aviation Mechanics, *Aviation Technology, Aviation Vocabulary, *College Science, *Computer Simulation, *Engineering Education, Higher Education, Human Body, Science and Society, Science Education, Science Instruction, *Training Methods
Identifiers—*Aircrew Training Devices, Air Force Human Resources Laboratory
Human engineering guidelines for the design of instructor/operator stations (IOSs) for aircrew training devices are provided in this handbook. These guidelines specify the preferred configuration of IOS equipment across the range of the anticipated user sizes and performance capabilities. The guidelines are consolidated from various human engineering design standards, scientific literature surveys, and empirical human factors investigations. They address five major topics typically encountered in human engineering IOS design efforts. These are: (1) electronic displays; (2) manual controls; (3) control placement; (4) workstation design; and (5) workstation seating. For each of the design guidelines presented, the sources from which the guideline was extracted, the source dates of publication, and the corresponding source design specifications are provided. Anthropometric data are also included in this handbook to identify the human body dimensions and arm reach distances of males and females. In addition, an annotated bibliography of published IOS design studies is provided. (Author/TW)

ED 287 684 SE 048 638
Disinger, John F.
Cognitive Learning in the Environment: Elementary Students. ERIC/SMEAC Environmental Education Digest No. 2, 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0016
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Affective Objectives, Cognitive Development, *Cognitive Measurement, Concept Formation, Elementary Education, *Elementary School Science, *Environmental Education, *Field Instruction, Museums, *Outdoor Education, Science Education, Science Instruction, Teaching Methods, Zoos
This digest addresses cognitive learning with respect to outside-the-classroom instruction at the elementary school level. It notes that affective, not cognitive, learning has traditionally been the primary objective of field instruction at all K-12 levels. Therefore, most educational research in field instruction has been mainly non-cognitive in nature. This document provides a summary of selected research that has had a connection with the cognitive gains possible in outside-the-classroom instruction, citing studies done in school situations, as well as in museums, zoos, and other novel settings. None of the studies reported in this document have made claims that out-of-classroom learning experiences are sufficient in themselves to produce significant cognitive gains with elementary students. However, there is evidence to suggest that in-the-environment instruction is useful in promoting and achieving cognition gains when effectively planned and managed. Several suggestions for further research into this area are made. (TW)

ED 287 685 SE 048 639
Mount, Ellis List, Barbara A.
Milestones in Science and Technology: The Ready Reference Guide to Discoveries, Inventions, and Facts.
Report No.—ISBN-0-89774-260-5
Pub Date—87
Note—146p.
Available from—The Oryx Press, 2214 N. Central at Encanto, Phoenix, AZ 85004-1483 ($29.50).
Pub Type— Books (010) — Reference Materials - Vocabularies/Classifications (134) — Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors—*College Science, *Engineering Education, Higher Education, Innovation, *Inventions, *Recognition (Achievement), *Science and Society, Science Education, Science History, *Technological Advancement
This book was compiled to provide information on what the compilers believe to be the 1000 most significant topics in science and technology. Topics cover basic discoveries as well as practical inventions and the main body of the book is arranged alphabetically by the name of the invention or the discovery. Each entry provides a brief description of the topic, as well as the dates these events occurred, the names of the people involved, and the nationalities of the persons named. In addition, each topic is assigned a broad category, such as physics or medicine. Cross-references to any related entries are provided at the end of the descriptions, and any entries mentioned within the descriptions are set in bold type. There are also four indexes for the book, arranged respectively by year of the event, by names of people involved, by nationalities of people, and by names of broad categories. Each entry also contains the name of an additional book or reference source that might be of interest to readers desiring more information on that topic. (TW)

ED 287 686 SE 048 640
A Guide to NSF Science/Engineering Resources Data.
National Science Foundation, Washington, D.C. Directorate for Scientific, Technological and International Affairs.; National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.—NSF-87-308
Pub Date—87
Note—343p.; This survey was initially conducted in 1982. The first follow-up survey was conducted in 1984 (see ED 244 789). This is the second follow-up survey. Future surveys are scheduled for 1989 and 1991.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*College Science, *Degrees (Academic), *Engineering Education, Engineers, Foreign Nationals, *Graduate Study, Higher Education, *National Surveys, Professional Personnel, Public Opinion, School Business Relationship, *Science and Society, Science Education, Scientists, Universities
Identifiers—*National Science Foundation
The Division of Science Resources Studies (SRS) of the National Science Foundation (NSF) designs and conducts surveys and supports other data collection activities. This document is a guide to the recurring portions of the SRS data bases, including information on survey design, sample size, and data content. The abstracts found in this guide provide a minimum introduction to these sources. Data are included on: (1) a national survey of natural and social scientists and engineers; (2) the number of earned doctorates awarded in the United States; (3) characteristics of doctoral scientists and engineers; (4) recent science and engineering graduates; (5) science and engineering personnel employed at universities and colleges; (6) research participation and characteristics of science and engineering faculty; (7) scientific and technical personnel in private industry; (8) federally employed scientists and engineers; (9) foreign scientists and engineers; (10) science and technology funding sources; and (11) science and technology inputs and outputs. (TW)

ED 287 687 SE 048 641
Asbestos in Schools. Hearing before the Subcommittee on Transportation, Tourism, and Hazardous Materials of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, First Session on H.J. Res. 153.
Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.
Pub Date—19 Feb 87
Note—82p.; Serial No. 100-2.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Air Pollution, *Asbestos, Elementary Secondary Education, *Environmental Standards, *Federal Aid, *Federal Legislation, Federal Programs, Government Role, *Government School Relationship, Hazardous Materials, Hearings, Public Health, *School Safety
Identifiers—Congress 100th
This document provides the text of House Joint Resolution 153 and the remarks made in the hearing held before a subcommittee of the United States House of Representatives. This joint resolution was written to provide for insurance grants and loans by the Environmental Protection Agency (EPA) under the Asbestos School Hazard Abatement Act (ASHAA) of 1985, to ensure that eligible local educational agencies could complete asbestos abatement work in school buildings during the 1987 summer school recess. The document includes the testimony offered at the hearing by representatives of: (1) the National Education Association; (2) local school districts; (3) the Ohio Department of Education; (4) the Ohio State Parent Teacher Association; (5) the Environmental Protection Agency (EPA); and (6) the Council for American Private Education. Materials that were submitted for the record (and are provided in this document) include a letter from the Asbestos in the Schools Coalition to the Office of Management and the Budget (OMB), and a memorandum from EPA's ASHAA Loan and Grant Program. (TW)

ED 287 688 SE 048 642
Schibeci, R. A.
Computers in Science Teaching: A Select Bibliography 1983-86.
Pub Date—7 Sep 87
Note—31p.
Pub Type— Reports - Descriptive (141) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Science, Computer Assisted Instruction, Computer Simulation, *Computer Uses in Education, Courseware, *Elementary School Science, Elementary Secondary Education, Higher Education, *Periodicals, Science Education, *Science Instruction, *Secondary School Science, Teaching Methods
There are a number of ways in which the educational applications of computers can be categorized. This document focuses on the use of computers in science teaching. It differentiates between such terminology as tutor, tool, tutee, tutorial dialogue, revelatory use, conjectural use, and emancipatory use. The major portion of this paper is a bibliography of articles on the use of computers in science teaching that have appeared in journals during the period 1983-1986. Some of the journal articles listed are primarily devoted to the classroom teaching aspects of science teaching, while others focus on formal research into the teaching process. A summary of the classification of the journal articles is provided in a table preceding the bibliography. (TW)

ED 287 689 SE 048 643
Math. Grades 3-6, Forms A and B. West Bloomfield School District Outcome Based Mastery Learning Program.
West Bloomfield Schools, Mich.
Pub Date—[87]
Note—149p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Elementary Education, *Elementary School Mathematics, Mastery Tests, *Mathematical Concepts, *Mathematics Education, *Mathematics Instruction, *Mathematics Skills
Identifiers—*West Bloomfield Schools MI
These materials contain the test booklets and answer keys to the mathematics mastery program of the West Bloomfield Schools (Michigan). Two booklets, forms A and B, were developed for each grade level from grade 3 through grade 6. The answer keys are on separate sheets. The mastery program is based on textbook and supplemental materials. (TW)

ED 287 690 SE 048 644
Math. Grades 7 and 8, Forms A and B. West Bloomfield School District Outcome Based Mastery Learning Program.
Pub Date—[87]
Note—93p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, *Grade 7, *Grade 8, Junior High Schools, *Mastery Learning, *Mathematical Concepts, Mathematics Education, *Mathematics Instruction, *Mathematics Skills, Secondary School Mathematics
Identifiers—*West Bloomfield Schools MI
These materials contain the test booklets and answer keys to the mathematics mastery program of the West Bloomfield Schools (Michigan). Two booklets, forms A and B, were developed for grade 7 and grade 8. The answer keys are on separate sheets. The mastery program is based on textbook and supplemental materials. (TW)

ED 287 691 SE 048 645
Stone, Jody M., Ed.
Environmental Education: Transition to an Information Age. Proceedings of the Annual Conference of the North American Association for Environmental Education (15th, Eugene, Oregon, September 11-16, 1986).
Spons Agency—North American Association for Environmental Education, Troy, OH.
Pub Date—Aug 87
Note—319p.; Document contains small print.
Available from—North American Association for Environmental Education, P.O. Box 400, Troy, OH 45373 ($11.00).
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Citizen Participation, Communications, *Curriculum Development, *Educational Technology, Elementary Secondary Education, *Environmental Education, Higher Education, Instructional Design, *International Cooperation, *Professional Associations, Science and Society, *Teacher Education, Teaching Methods
Identifiers—Environmental Education Research
This document contains the proceedings of the Annual Conference of the North American Association for Environmental Education (NAEE). The conference featured 10 keynote addresses and invited speakers, multiple workshops, panels, and symposia, and over 120 contributed presentations. The document contains 10 chapters, the first of which contains the speeches delivered by the keynote speakers as well as general session addresses. Chapter 2 is composed of a summary report of the preconference workshop. The remaining chapters contain extended abstracts of the conference presentations, including symposia and panels. The abstracts have been arranged into the following topic areas: (1) environmental education (EE) curriculum and instruction; (2) teacher education; (3) higher education and non-teaching professions; (4) environmental studies; (5) EE in the nonformal realm; (6) citizen action; (7) EE and communications; and (8) international EE. In instances where an extended abstract was not submitted, the short abstract from the conference program was included in order to provide a complete record of the conference. (TW)

ED 287 692 SE 048 646
Mestre, Jose P. And Others
Computer-Based Methods for Promoting Thinking in Physics and Algebra: Incorporating Cognitive Research Findings into Software Design.
Massachusetts Univ., Amherst. Dept. of Physics and Astronomy.
Spons Agency—National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.
Pub Date—Jan 87
Grant—400-81-0027; BNS-811109; G-79-0024
Note—26p.; Paper presented at the International Conference on Thinking (3rd, Honolulu, HI, January 4-8, 1987). Figures contain small print.
Pub Type— Reports - Descriptive (141) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Algebra, College Mathematics, College Science, *Courseware, Higher Education, Mathematics Education, Mathematics Instruction, *Misconceptions, *Physics, Problem Solving, Science Education, Science Instruction, Secondary Education, *Secondary School Mathematics, *Secondary School Science
The increasing availability of the computer in the classroom has created a need for informed and creative instructional software. Two areas of cognitive research in mathematics and science learning have implications to instruction and, consequently, to educational software design. These are research on misconceptions and on differences between expert and novice problem solvers. This paper treats these areas in two major sections. The first section provides a broad overview of the misconception literature and of the instructional implications associated with this body of research. Also included in the first section is a description of a computer-based approach designed to teach students how to translate algebraic word problems into equations. The second major section provides an overview of the differences between experts and novices and discusses a computer-based approach in which students are constrained to analyze physics in expert-like ways. The computer-based example used relates to the analysis of classical mechanics problems. A 31-item list of references concludes the document. (TW)

ED 287 693 SE 048 647
Postel, Sandra
Defusing the Toxics Threat: Controlling Pesticides and Industrial Waste. Worldwatch Paper 79.
Worldwatch Inst., Washington, D.C.
Report No.—ISBN-0-916468-80-1
Pub Date—Sep 87
Note—73p.
Available from—Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, DC 20036 ($4.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Disease Control, *Ecological Factors, *Environmental Education, Foreign Countries, *Global Approach, *Hazardous Materials, International Cooperation, International Organizations, *Pesticides, *Poisons, Public Health, Quality of Life, Science and Society, Waste Disposal
The use of pesticides in agriculture and the discarding of industrial chemical waste into the air, soil, and water constitute two major pathways of human exposure to toxic substances. It is argued that these practices release hundreds of millions of tons of potentially hazardous substances into the environment each year. Speculation continues into the long-term consequences of the health and ecological effects of the vast majority of chemicals in use. This document addresses some of these dangers and presents strategies that are intended to reduce pesticide use in agriculture and that minimize waste generation in industry, offering cost-effective approaches to lessening the risks from toxics. The booklet is organized into sections concerned with: (1) the "shadows" of the chemical age; (2) consequences and risks; (3) breaking the pesticide habit; (4) rethinking industrial waste management; and (5) detoxifying the environment. (TW)

ED 287 694 SE 048 648
Women in Science Program. Career Facilitation Grant 1976-1979. Final Report.
Dayton Univ., OH. School of Engineering.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—31 Mar 81
Grant—SMI-76-20470 and A01
Note—304p.; Contains broken type and marginal legibility. Photographs may not reproduce well.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—*Chemical Engineering, *College Science, Degrees (Academic), *Electronics, Employment Patterns, *Engineering Education, *Females, *Graduate Study, Higher Education, Science and Society, Science Careers, Science Curriculum, Science Education, Science Instruction
Identifiers—University of Dayton OH, *Women in Science
This information summarizes the University of Dayton (Ohio) Women in Science Career Facilitation Project entitled Fast Track Late Entry. The University of Dayton Fast Track Program was designed to bring women with bachelor's degrees in mathematics, chemistry, or physics to a technical level in chemical or electrical engineering equivalent to bachelor degree recipients and to qualify them for master's degree work in chemical or electrical engineering. The program consisted of: (1) procedures to diagnose and evaluate backgrounds of participants; (2) examinations to determine placement in the mathematics sequence; (3) six credit hours of reentry mathematics taken by participants in the Chemical Track; (4) specific chemical and electrical core courses designed for, and made available to, Fast Track students; (5) courses designed to integrate the students into the regular undergraduate curriculum in chemical and electrical engineering; (6) a Professional Development Course; (7) a tutorial center for Fast Track students; and (8) evaluation procedures. Seventy-one women were accepted into the Fast Track Program and 63 graduated. Seventy percent of the participants relocated to attend the Fast Track Program. Sixty-one women received employment, many with Fortune 500 companies. (TW)

ED 287 695 SE 048 650
Early Release of Summary Statistics on Academic Science/Engineering Resources.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Pub Date—Oct 87
Note—38p.; Contains some small type which may not reproduce well. For the 1983 report, see ED 238 716.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Science, *Degrees (Academic), Educational Finance, *Engineering Education, *Expenditures, *Federal Aid, Females, *Graduate Study, Higher Education, Minority Groups, *National Surveys, Research and Development, Research Universities, Science and Society
Identifiers—*National Science Foundation
This document contains a set of tabulations that are related to the science and engineering resources of universities and colleges. The tabulations were derived from three National Science Foundation (NSF) surveys that are conducted annually by NSF's Division of Science Resources Studies. Data presented in these tables are assembled from the most recently completed surveys and represent the latest totals available as of September 1987. The three surveys include different proportions of the higher education universe, depending on the degree of concentration of the variables being examined. The tabulations were based on surveys dealing with: (1) the expenditures of institutions granting science/engineering graduate degrees and schools with $50,000 or more in separately budgeted research and development expenditures; (2) the federal support received by all institutions of higher education in the United States; and (3) graduate students from institutions granting science/engineering degrees and their affiliated health professional schools. (TW)

ED 287 696 SE 048 651
Kanagy, Sherman P., II, Ed.
The Religion/Science Controversy: The Use and Abuse of Science in the Defense of Religion. Proceedings of a Conference (Westville, Indiana, October 5, 1985).
Purdue Univ., Westville, IN. North Central Campus.
Pub Date—86
Note—119p.; Contains some photographs and drawings that may not reproduce well.
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*College Science, *Controversial Issues (Course Content), *Creationism, Evolution, Higher Education, *Religion, Religious Education, Religious Factors, *Science and Society, Scientific Concepts, Secondary Education,

*Secondary School Science, Social Studies, State Church Separation

Science and religion have been referred to as the two strongest general forces which influence humankind. This document contains the proceedings of a conference which was held to address some of the relationships and controversies surrounding these topics. Included are the texts of the major papers presented at the conference. These are: (1) "Science and Other Disciplines" (Harold I. Brown); (2) "Is Scientific Evidence Relevant to Justifying Religious Claims?" (Sherman P. Kanagy, II); (3) "Religion and Science: Fact and Faith" (John W. Klotz); (4) "Conflict, Compartmentalization, and Complementarity: Three Models for Understanding the Relationship between Science and Religion" (Sara Joan Miles); and (5) "Science in Defense of Whose God?" (Frederick A. Niedner, Jr.). The document also contains a direct transcription of the taped panel discussion and question-and-answer period, the names and addresses of the conference attendees, and a resource list dealing with science, Christianity, and pseudoscience. (TW)

ED 287 697 SE 048 652

Fuys, David, Ed. And Others

English Translation of Selected Writings of Dina van Hiele-Geldof and Pierre M. van Hiele.

City Univ. of New York, Brooklyn, NY. Brooklyn Coll. School of Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—84

Grant—SED-7920640

Note—259p.; Translated from Dutch and French.

Pub Type— Translations (170) — Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Cognitive Development, *Cognitive Processes, Cognitive Structures, Geometric Constructions, *Geometry, *Mathematical Concepts, *Mathematical Models, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Mathematics Skills, Proof (Mathematics), Secondary Education, *Secondary School Mathematics

Identifiers—*Van Hiele Levels

After observing secondary school students having great difficulty learning geometry in their classes, Dutch educators Pierre van Hiele and Dina van Hiele-Geldof developed a theoretical model involving five levels of thought development in geometry. It is the purpose of this monograph to present English translations of some significant works of the van Hieles. These translations were done as part of a research project entitled "An Investigation of the van Hiele Model of Thinking in Geometry among Adolescents" which was supported by a grant from the National Science Foundation. Part 1 of the document includes the dissertation of Dina van Hiele-Geldof entitled "The Didactics of Geometry in the Lowest Class of Secondary School" and a summary of the dissertation written by Dina van Hiele-Geldof. Part 2 contains the last article written by Dina van Hiele-Geldof entitled "Didactics of Geometry as Learning Processes for Adults." Part 3 provides a summary of Pierre van Hiele's dissertation entitled "The Problems of Insight in Connection with School Children's Insight into the Subject Matter of Geometry" and an article by the same author about a child's thought and geometry. Included is a bibliography of the writings of both authors, whose doctoral dissertations were presented to the University of Utrecht in 1957. (TW)

ED 287 698 SE 048 653

Making Room for Science in the Classroom. Project M.A.S.T.E.R. I.

Community Education Roundtable of St. Joseph County, Inc. IN.

Spons Agency—Indiana State Commission for Higher Education, Indianapolis.

Pub Date—30 Sep 86

Note—345p.

Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Curriculum Development, Elementary Education, *Elementary School Science, *Field Trips, Home Study, *Language Arts, *Science Activities, Science and Society, *Science Curriculum, Science Education, *Science Instruction, Science Teachers, Scientific Concepts, Teaching Methods, Zoos

Identifiers—*Indiana

It is often stated that science does not have a central place in the elementary school curriculum, unlike other subjects such as reading, writing, and arithmetic. In response to this concern, a project in Indiana is underway to develop a variety of approaches which integrate new materials, methods, and modes of teaching into the elementary school curriculum of a consortium of school districts. This document is one result of the project. It contains a compendium of teaching strategies and special activities which elementary teachers may include in their elementary school curriculum. The document contains separate sections which deal with: (1) a language arts approach to science; (2) using reading books to teach science; (3) science basics for elementary teachers; (4) using the zoo as a classroom; (5) after school science enrichment; (6) Halley's comet; (7) a teacher science fair; and (8) audio science. Also included is an annotated bibliography of science books for children and a list of other references for the teacher. (TW)

ED 287 699 SE 048 654

Marine Science Teaching and Training at First Degree (Undergraduate) Level. Recommended Guidelines from a Unesco Workshop on University Curricula (6th, Paris, France, November 17-21, 1986). Unesco Reports in Marine Science No. 45.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.

Pub Date—87

Note—57p.

Available from—Marine Information Centre, Division of Marine Sciences, Unesco, Place de Fontenoy, 75700 Paris, France.

Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Science, Degrees (Academic), Experiential Learning, *Foreign Countries, *Guidelines, Higher Education, International Organizations, Marine Biology, *Marine Education, Science and Society, *Science Curriculum, Science Education, Science Facilities, *Undergraduate Study

Identifiers—*UNESCO

This report of an international workshop contains recommended guidelines on marine science teaching and training at the first degree level, equated here with a Bachelor of Science, except in those countries in which the first degree corresponds to a Master of Science or its equivalent. Three instructional models are presented: the first model for a minimal program, the second one leading to a first degree with marine science emphasis, and the third one leading to a first degree in marine science. The report includes discussions on necessary and desirable requirements, in terms of human resources and physical facilities, and on the need for practical experience and curriculum assessment. It further gives recommendations for introducing and strengthening first degree marine science in general. The appendixes provide selected workshop presentations that exemplify the development, nature, and diversity of first degree marine science programs in six countries: Brazil; China; Tanzania; Thailand; USSR; and the United States. The appendixes also includes a list of participants (13 experts from 13 countries); a marine science activity course matrix; and a bibliography. (TW)

ED 287 700 SE 048 655

Berkmuller, Klaus Monroe, Martha C.

World Conservation Strategy: A Programme for Youth. Manual for Youth Environmental Projects. Education Training and Awareness Series No. 1.

International Union for Conservation of Nature and Natural Resources, Morges, (Switzerland).

Report No.—ISBN-2-88032-916-7

Pub Date—86

Note—76p.

Available from—IUCN Publications Services, 219c Huntingdon Road, Cambridge CB3 ODL, United Kingdom; or avenue de Mont-Blanc, 1196 Gland, Switzerland.

Pub Type— Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Citizen Participation, *Ecology, *Environmental Education, Environmental Standards, *Foreign Countries, International Cooperation, International Organizations, *Science and Society, Science Education, Science Instruction, Science Projects, Secondary Education, Secondary School Science, Social Studies, *Youth Programs

Identifiers—*Environmental Action, World Conservation Strategy

This manual was written to help youth groups organize and implement environmental action projects in their communities. Because numerous types of groups exist around the world, the term "youth group" is used to represent any organized effort of young people. The activities in this document were designed for ages 12-20. Although groups with prior experience in community projects may find this manual a useful source of additional hints and activities, the major focus of the guide is directed toward groups with an environmental interest and little previous experience in environmental action. It contains sections dealing with: (1) the World Conservation Strategy; (2) an example of a project involving the pollution of a local pond; (3) ecological processes, genetic diversity, and sustainable use; (4) program planning; and (5) a variety of activities related to awareness, concepts, values, skills, and learning about issues. The appendices include a glossary, a list of conservation strategies from various countries and a list of related materials. (TW)

ED 287 701 SE 048 656

Physics Data Booklet (Revised 1987).

Alberta Dept. of Education, Edmonton.

Pub Date—87

Note—9p.

Pub Type— Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Atomic Structure, Atomic Theory, *College Science, Electricity, Energy, Foreign Countries, Higher Education, Magnets, *Physics, Relativity, Science Education, *Scientific and Technical Information, Secondary Education, *Secondary School Science, *Trigonometry

This booklet was designed as a reference for teachers and students of physics on various types of data. Included are: (1) formulas for various constants involved in the study of gravity, electricity, magnetism, atomic physics, particles, and trigonometry; (2) a chart containing values of trigometric functions; (3) equations used in the study of kinematics, dynamics, momentum and energy, waves and light, electricity and magnetism, atomic physics, and relativity and quantum physics; and (4) a periodic chart of the elements. (TW)

ED 287 702 SE 048 657

Clement, John

The Role of Analogy in Scientific Thinking: Examples from a Problem-Solving Interview. Revised.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Feb 78

Grant—SED-77-19226; SER-76-14872

Note—23p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, Cognitive Structures, *College Science, Higher Education, *Physics, *Problem Solving, Science Education, *Science Instruction, Science Teachers, Secondary Education, *Secondary School Science

Identifiers—*Analogies, Science Education Research

This paper attempts to show that it is possible to analyze a problem solving protocol in which the subject spontaneously generates a series of analogies. The qualitative physics problem given to the subject describes a situation where that which is unfamiliar is often solved by relating it to several analogous situations that are more familiar. Also described as important in creative problem solving are generating Gedanken experiments, generalizing and specializing, and generating extreme cases. This analysis suggests that three processes are essential in reasoning by analogy: (1) given the initial conception A, the analoguous conception B must "come to mind"; (2) the analogy relation must be "confirmed"; and (3) conception B must be "confirmed." The paper also identifies three major questions to be considered in future research: (1) how do analogous cases come to mind? (2) how are the analogy relations and new conceptions confirmed or disconfirmed? and (3) why do they have explanatory power? (TW)

ED 287 703 SE 048 658

Konold, Clifford

Informal Conceptions of Probability. Revised.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—Jul 87
Grant—SED-8016567; SED-8113323
Note—48p.; Paper based on a Ph.D. Thesis, University of Massachusetts.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Processes, *Cognitive Structures, *College Science, *Heuristics, Higher Education, Learning Processes, Learning Theories, Models, Physical Sciences, Prediction, *Probability, *Problem Solving, Science and Society, Science Education, *Science Instruction
Identifiers—*Science Education Research
This paper illustrates a model of the layperson's reasoning patterns under conditions of uncertainty, the "outcome approach," which was developed from analysis of videotaped problem-solving interviews with 16 undergraduate students. According to the outcome approach, the goal in questions of uncertainty is to predict the outcome of an individual trial. Predictions take the form of yes/no decisions of whether an outcome will occur on a particular trial. These predictions are then evaluated as having been either "right" or "wrong." Additionally, predictions are often based on a deterministic model of the situation. In follow-up interviews using a different set of problems, responses of outcome-oriented subjects were predicted. In one case, subjects' responses were at variance with the "representativeness heuristic." While the outcome approach is inconsistent with formal theories of probability, its components tend to be logically consistent and reasonable in the context of everyday decision making. (Author/TW)

ED 287 704 SE 048 659
Murray, Tom Woolf, Beverly
Knowledge Representation in a Physics Tutor. COINS Technical Report 86-37.
Massachusetts Univ., Amherst. Dept. of Computer and Information Science.
Pub Date—86
Note—20p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Cognitive Structures, *College Science, Higher Education, *Physics, Problem Solving, Science Activities, Science Education, *Science Instruction, Secondary Education, *Secondary School Science, *Student Characteristics, *Tutors
This paper is based on the idea that designing a knowledge representation for an intelligent physics computer tutoring system depends, in part, on the target behavior anticipated from the student. In addition, the document distinguishes between qualitative and quantitative competence in physics. These competencies are illustrated through questions that students are expected to answer for two problems (a crane boom and a stone throw problem) and approaches are described that are consistent with each type of competence. An example is described which demonstrates that an approach that leads to competence in qualitative reasoning emphasizes pedagogic and conceptual knowledge, and an approach that leads to competence in quantitative reasoning is an expert system which emphasizes problem solving and factual knowledge. Two ways to categorize the knowledge of a physics tutor are presented. The first consists of facts, skills, and concepts, and the second distinguishes between expert and pedagogic knowledge. Several figures are provided. (TW)

ED 287 705 SE 048 661
Needham, Richard Hill, Peter
Teaching Strategies for Developing Understanding in Science. Children's Learning in Science Project.
Leeds Univ. (England). Centre for Studies in Science and Mathematics Education.
Pub Date—Jun 87
Note—48p.; For related publications, see SE 048 662-665. Document contains small print.
Available from—Children's Learning in Science Project, Centre for Studies in Science and Mathematics Education, The University of Leeds, Leeds LS2 9JT England, United Kingdom.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Classroom Communication, Concept Formation, *Elementary School Science, Elementary Secondary Education, Foreign Countries, *Learning Strategies, Learning Theories, Process Education, *Science Curriculum, Science Education, *Science Instruction, Scientific Concepts, Scientific Literacy, *Secondary School Science, Teaching Methods
Identifiers—Childrens Learning in Science Project, *Constructivism, United Kingdom
During the period 1984-1986, over 30 teachers from the Yorkshire (England) region have worked in collaboration with the Children's Learning in Science Project (CLIS) developing and testing teaching schemes in the areas of energy, particle theory, and plant nutrition. The project is based upon the constructivist approach to teaching. The purpose of this booklet is to describe some of the teaching strategies that were derived and subsequently used in the project. It is intended to provide a description of some of the successes, problems, and outcomes of the project. The document contains sections on: (1) how children learn (including a description of constructivism); (2) a generalized teaching scheme (focusing on the stages in the constructivist teaching sequences); (3) demands on the pupil; (4) demands on the teacher; and (5) demands on resources. Included are a reference list and a list of related books for further reading. (TW)

ED 287 706 SE 048 662
Scott, Philip And Others
A Constructivist View of Learning and Teaching in Science. Children's Learning in Science Project.
Leeds Univ. (England). Centre for Studies in Science and Mathematics Education.
Pub Date—Jun 87
Note—31p.; Document contains small type which may not reproduce well. For related publications, see SE 048 661-665.
Available from—Children's Learning in Science Project, Centre for Studies in Science and Mathematics Education, The University of Leeds, Leeds LS2 9JT England, United Kingdom.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Classroom Communication, Concept Formation, *Elementary School Science, Elementary Secondary Education, Foreign Countries, Instructional Improvement, Learning Strategies, *Learning Theories, *Process Education, Science Curriculum, Science Education, *Science Instruction, Scientific Concepts, Scientific Literacy, *Secondary School Science, Teaching Methods
Identifiers—Childrens Learning in Science Project, *Constructivism, United Kingdom
During the period 1984-1986, over 30 teachers from the Yorkshire (England) region have worked in collaboration with the Children's Learning in Science Project (CLIS) developing and testing teaching schemes in the areas of energy, particle theory, and plant nutrition. The project is based upon the constructivist approach to teaching. This booklet was designed to provide teachers with a better understanding of constructivism, particularly as it applies to teaching science. It contains sections on: (1) learning and teaching (including various views of learning theory); and (2) a constructivist view of learning (containing information on learning processes, constructivist teaching techniques, and some implications for constructivism on various aspects of education). Also included are a list of references and sources for further reading on the topic. (TW)

ED 287 707 SE 048 663
Approaches to Teaching Energy. Energy and Ourselves/Energy for the Consumer. Children's Learning in Science Project.
Leeds Univ. (England). Centre for Studies in Science and Mathematics Education.
Pub Date—Jun 87
Note—159p.; Contains a set of unmounted slides for use with lesson one; these slides are not available from EDRS. For related publications, see SE 048 661-665.
Available from—Children's Learning in Science Project, Centre for Studies in Science and Mathematics Education, The University of Leeds, Leeds LS2 9JT England, United Kingdom.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Concept Formation, *Energy Conservation, *Energy Education, Energy Management, Foreign Countries, Learning Strategies, Learning Theories, Process Education, *Science Activities, Science Curriculum, Science Education, *Science Instruction, Scientific Concepts, Secondary Education, *Secondary School Science, Teaching Methods, Visual Aids
Identifiers—Childrens Learning in Science Project, *Constructivism, United Kingdom
During the period 1984-1986, over 30 teachers from the Yorkshire (England) region have worked in collaboration with the Children's Learning in Science Project (CLIS) developing and testing teaching schemes in the areas of energy, particle theory, and plant nutrition. The project is based upon the constructivist approach to teaching. This guide focuses on teaching about energy. The program starts with considerations about children's early ideas about human energy, and is called "Energy and Ourselves." These ideas are extended into a consideration of energy in the home and is entitled "Energy for the Consumer." Sequence of the lessons follows this plan: (1) orientation; (2) eliciting students' ideas; (3) restructuring, modifying and extending ideas; (4) application of ideas; and (5) review of change of ideas. Materials developed and field tested by a group of 12 science teachers dealt with such energy concepts as transfer and transformation, conservation, degradation, dissipation, quantification, and transfer efficiency. The guide contains lesson plans, pupil worksheets and sections of explanatory text. (A third program, "Energy for Citizenship," is discussed only in terms of rationale.) (TW)

ED 287 708 SE 048 664
Approaches to Teaching the Particulate Theory of Matter. Children's Learning in Science Project.
Leeds Univ. (England). Centre for Studies in Science and Mathematics Education.
Pub Date—Jun 87
Note—183p.; For related publications, see SE 048 661-665.
Available from—Children's Learning in Science Project, Centre for Studies in Science and Mathematics Education, The University of Leeds, Leeds LS2 9JT England, United Kingdom.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Concept Formation, Foreign Countries, Learning Strategies, Learning Theories, *Matter, *Physics, Process Education, *Science Activities, Science Curriculum, Science Education, *Science Instruction, Scientific Concepts, Secondary Education, *Secondary School Science, Teaching Methods
Identifiers—Childrens Learning in Science Project, Constructivism, *Particle Model of Matter, United Kingdom
During the period 1984-1986, over 30 teachers from the Yorkshire (England) region have worked in collaboration with the Children's Learning in Science Project (CLIS) developing and testing teaching schemes in the areas of energy, particle theory, and plant nutrition. The project is based upon the constructivist approach to teaching. This guide addresses the particulate theory of matter. The document is divided into two main sections, an introduction which gives a background of the topic and describes some of the classroom strategies which may be useful, and the "Scheme in Action," a lesson by lesson account. The "Scheme in Action" is divided into six parts, with each part including: (1) the intentions and underlying theory; (2) the action plan; (3) how to coordinate the activities in the guide; (4) reflections on each part; and (5) practical details and worksheets (where appropriate). (TW)

ED 287 709 SE 048 665
Approaches to Teaching Plant Nutrition. Children's Learning in Science Project.
Leeds Univ. (England). Centre for Studies in Science and Mathematics Education.
Pub Date—Jun 87
Note—100p.; For related publications, see SE 048 661-664.
Available from—Children's Learning in Science Project, Centre for Studies in Science and Mathematics Education, The University of Leeds, Leeds LS2 9JT England, United Kingdom.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Botany, Concept Formation, Foreign Countries, Learning Strategies, Learning Theories, *Plant Growth, Plant Propagation, Process Education, *Science Activities, Science Cur-

riculum, Science Education, *Science Instruction, Scientific Concepts, Secondary Education, *Secondary School Science, Teaching Methods
Identifiers—Childrens Learning in Science Project, *Constructivism, United Kingdom
During the period 1984-1986, over 30 teachers from the Yorkshire (England) region have worked in collaboration with the Children's Learning in Science Project (CLIS) developing and testing teaching schemes in the areas of energy, particle theory, and plant nutrition. The project is based upon the constructivist approach to teaching. This document was developed by a group of teachers and focuses on the teaching of plant nutrition. Plant nutrition was addressed as a topic in this project because it was felt that students would gain an understanding of plant physiology, ecosystem, recycling of matter, and the interdependence of living things. The guide contains plans and pupil worksheets for six lessons organized under three broad topics: (1) probing and testing pupils' ideas; (2) presenting and exploring school science ideas; and (3) application and review of ideas. (TW)

ED 287 710 SE 048 666
Cuneo, Diane O.
Young Children and Turtle Graphics Programming: Generating and Debugging Simple Turtle Programs.
Pub Date—86
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986). For related documents, see ED 260 800 and SE 048 687.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, *Computer Graphics, *Computer Science, Computer Uses in Education, Elementary Education, *Elementary School Science, Preschool Education, *Problem Solving, *Programing, Programing Languages, Science Education, Science Instruction, Sequential Learning
Identifiers—*Turtle Graphics
Turtle graphics is a popular vehicle for introducing children to computer programming. Children combine simple graphic commands to get a display screen cursor (called a turtle) to draw designs on the screen. The purpose of this study was to examine young children's abilities to function in a simple computer programming environment. Four- and five-year-olds were asked to solve turtle graphics problems requiring two or three commands for a solution. There were two programming-type conditions. First, children were asked to give the complete sequence of commands in advance (i.e., generate a program). Second, if the sequence did not work, they were asked to determine what went wrong and modify it accordingly (i.e., debug their program). Results of the study indicate that young children had difficulty in generating two- or three-command programs. Their ability to debug their own incorrect programs was not as high as expected. Several implications for educators are discussed. Tables and figures are provided. (TW)

ED 287 711 SE 048 669
Course and Curriculum Area Descriptions for Indiana Schools.
Indiana State Dept. of Education, Indianapolis. Center for School Improvement and Performance.
Pub Date—85
Note—84p.
Available from—Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204-2798.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Course Descriptions, *Elementary School Curriculum, Elementary School Mathematics, Elementary School Science, Elementary Secondary Education, Interdisciplinary Approach, Language Arts, Science Education, *Secondary School Curriculum, Secondary School Mathematics, Secondary School Science, Social Studies, State Curriculum Guides, *State Standards
Identifiers—*Indiana
This document contains brief descriptions of the elementary, junior high/middle school programs and the approved high school course titles which are provided in Indiana's official Administrative Code Handbook for schools. These descriptions were officially adopted by the Indiana Board of Education in July, 1984. Subject areas included are art, foreign language, health, physical education and safety, language arts, mathematics, music, science, and social studies. Also included in this document are the descriptions for the approved multidisciplinary courses. These descriptions were developed to serve as models for school systems in developing curricula responsive to unique local needs. The guide does not provide extensive details on each grade level program or each high school course. Decisions related to curriculum assessment, selection, implementation and evaluation are left to each school system. (TW)

ED 287 712 SE 048 671
Operation and Maintenance of Wastewater Collection Systems. Volume I. Third Edition. A Field Study Training Program.
California State Univ., Sacramento. Dept. of Civil Engineering.; California Water Pollution Control Association, Sacramento.
Spons Agency—Environmental Protection Agency, Washington, D.C. Office of Water Programs.
Pub Date—87
Grant—T900494
Note—561p.; For Volume II, see SE 048 672. For related publications, see ED 196 689 and ED 286 742-743. Photographs may not reproduce well; pages containing final examinations and answers are printed on dark grey paper and may be illegible.
Available from—Office of Water Programs, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-2654 ($7.00).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors—College Science, Distance Education, Environmental Education, Environmental Standards, Glossaries, Higher Education, *Home Study, *Job Skills, *Postsecondary Education, Science Activities, Science and Society, Science Curriculum, Science Education, Science Instruction, *Vocational Education, Waste Disposal, *Waste Water, *Water Treatment
Identifiers—*Waste Water Treatment Plant Personnel
Proper installations, inspections, operations, maintenance and repairs of wastewater collection, conveyance and treatment facilities have a significant impact on the operation and maintenance costs, and the effectiveness of these facilities. This manual is the first volume of a two-part program designed to provide wastewater collection system operators with the knowledge and skills to effectively operate and maintain collection systems. Originally developed as a part of a home-study course for collection system operators in remote areas, it is now used as a text in college and university classes. This volume contains chapters dealing with: (1) the wastewater system operator; (2) why collection systems operations are done; (3) different types of wastewater collection systems; (4) safe procedures; (5) inspecting and testing collection systems; (6) pipeline cleaning and maintenance methods; and (7) underground repair. Included is a final examination, a glossary, applications of arithmetic problems to collection systems, and an index. (TW)

ED 287 713 SE 048 672
Operation and Maintenance of Wastewater Collection Systems. Volume II. Third Edition. A Field Study Training Program.
California State Univ., Sacramento. Dept. of Civil Engineering.; California Water Pollution Control Association, Sacramento.
Spons Agency—Environmental Protection Agency, Washington, D.C. Office of Water Programs.
Pub Date—87
Grant—T900494
Note—558p.; For Volume I, see SE 048 671. For related publications, see ED 196 689 and ED 286 742-743. Photographs may not reproduce well; pages containing final examinations and answers are printed on dark grey paper and may be illegible.
Available from—Office of Water Programs, California State University, Sacramento, 6000 J Street, Sacramento, CA 95819-2654.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors—College Science, Distance Education, Environmental Education, Environmental Standards, Glossaries, Higher Education, *Home Study, *Job Skills, *Postsecondary Education, Science Activities, Science and Society, Science Curriculum, Science Education, Science Instruction, *Vocational Education, Waste Disposal, *Waste Water, *Water Treatment
Identifiers—*Waste Water Treatment Plant Personnel
Proper installations, inspections, operations, maintenance and repairs of wastewater collection, conveyance and treatment facilities have a significant impact on the operation and maintenance costs, and the effectiveness of these facilities. This manual is the second volume of a two-part program designed to provide wastewater collection system operators with the knowledge and skills to effectively operate and maintain collection systems. Originally developed as a part of a home-study course for collection system operators in remote areas, it is now used as a text in college and university classes. This volume contains chapters dealing with: (1) lift stations; (2) equipment maintenance; (3) sewer rehabilitation; (4) safety/survival programs for collection system operators; (5) administration; and (6) organization for system operation and maintenance. Included is a final examination, a glossary of terms, and an index. (TW)

ED 287 714 SE 048 673
Ramamoorthy, C. V. Spaniol, Roland D.
Computer Degree Program Review. State University System of Florida.
Florida State Univ., Tallahassee.
Report No.—BOR-87-1
Pub Date—Aug 87
Note—142p.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*College Science, Computers, *Computer Science, Continuing Education, Higher Education, School Business Relationship, Science and Society, *Science Curriculum, Science Education, *Science Instruction, Science Teachers, *State Surveys, *State Universities, Teacher Education, Technological Advancement
Identifiers—*Florida
At the present time, Florida ranks fourth among the states in volume of high-technology industry, which includes information processing and computer-oriented activity. For this reason, a statewide review of computer science programs underway at the nine campuses of the State University System (SUS) of Florida was recently conducted. This report summarizes the findings of this review. It is the result of interviews with students, alumni, employing officials, community college personnel, and faculty and administrators concerned with the various SUS computer science programs. Twelve generic issues concerning SUS computer science programs were formulated in the study. These statewide issues were: (1) a computer science review conducted in 1978-79; (2) new programs and accreditation of programs; (3) the supply and demand of students; (4) the supply and demand of faculty; (5) equipment; (6) professional activity, and currentness of curriculum; (7) relationships with industry; (8) teacher and continuing education; (9) computing across the curriculum; (10) articulation/program direction; (11) branch campuses; and (12) funding. Included are institutional reports from each of the nine SUS campuses. (TW)

ED 287 715 SE 048 675
Psychology of Mathematics Education. Proceedings of the International Conference (10th, London, England, July 20-25, 1986).
International Group for the Psychology of Mathematics Education.; London Univ. (England). Inst. of Education.
Report No.—ISBN-0-85473-253-5
Pub Date—86
Note—505p.; For a related document, see ED 241 295. Contains small and light print which may not reproduce well.
Pub Type— Collected Works - Proceedings (021) — Guides - General (050)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Computer Assisted Instruction, *Concept Formation, *Ele-

mentary School Mathematics, Elementary Secondary Education, Geometry, Logic, *Mathematics Instruction, Models, *Number Concepts, *Problem Solving, Psychology, *Secondary School Mathematics
Identifiers—*Mathematics Education Research
The papers presented in these proceedings are organized into seven categories: (1) number and number operations (13 papers); (2) spatial representation and geometrical understanding (10 papers); (3) developing and/or using models of mathematical learning (15 papers); (4) mathematical concept formation (17 papers); (5) the mathematical learning environment (9 papers); (6) logic and proof (5 papers); and (7) problem solving strategies (13 papers). (RH)

ED 287 716 SE 048 676
School Mathematics: New Ideas with Computers.
National Inst. for Educational Research, Tokyo (Japan).
Pub Date—Aug 87
Note—72p.; This monograph is the result of the Regional Training Workshop on School Mathematics and Microcomputers in Asia and the Pacific (Tokyo, Japan, June 23-July 13, 1987).
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Computer Oriented Programs, Computer Software, Educational Trends, *Elementary School Mathematics, Elementary Secondary Education, *Mathematics Curriculum, *Mathematics Instruction, Microcomputers, *Secondary School Mathematics, Staff Development, Teacher Education
Identifiers—Asia, Australia
The focus of this workshop involving people from 13 countries in Asia and the Pacific Region was on using computers to assist learning in mathematics. The report contains the following sections: (1) Introduction; (2) The Mathematics Curriculum: Innovation and Change; (3) The Mathematics Classroom: New Ideas with Computers; (4) Software: Quality and Development; (5) The Teacher: Development and Support; (6) Other Issues; (7) Summary and Recommendations; (8) Appendix 1: List of Participants; (9) Appendix 2: Country Report Summaries (Australia, Bangladesh, China, India, Indonesia, Japan, Malaysia, New Zealand, Pakistan, Philippines, Republic of Korea, Sri Lanka, and Thailand); and (10) Appendix 3: List of Some Computing Terms. (RH)

ED 287 717 SE 048 677
Choike, James R.
Mathematics at Work in Society: Opening Career Doors.
Mathematical Association of America, Washington, D.C.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—81
Grant—SED-80088438
Note—36p.; The Mathematics at Work in Society project includes this project book and a set of four television video tape cassettes: "An Actuary: What's That?"; "Mathematics in Space"; "Mathematics: Language of Research"; and "Mathematics: Where Will I Ever Use It?"
Available from—Mathematical Association of America, 1529 Eighteenth St., NW, Washington, DC 20036 (80 minute video tape, including booklet, $25.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Awareness, Career Planning, *Careers, *Mathematical Applications, *Mathematics Instruction, *Occupational Information, Secondary Education
The materials from the Mathematics at Work in Society were designed to increase awareness of the connection between mathematics and careers for students of grade 8 or more. This book is designed so that it can be used in a variety of ways by students, teachers, and counselors. The information is on many different careers and the way in which mathematics is used in these careers. There are eight career areas featured in this book. Each one describes some professions and gives some examples of math at work in this career area and activities related to the career area. Career areas included are: (1) fine arts; (2) business; (3) construction; (4) energy; (5) food; (6) health; (7) science and technology; and (8) transportation. Sections are also included on statistics and computer science. (RH)

ED 287 718 SE 048 678
Mathematics: Common Curriculum Goals.
Oregon State Dept. of Education, Salem.
Pub Date—Oct 87
Note—79p.; For the comprehensive curriculum goals, see SE 048 679.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Communication Skills, Curriculum Development, Educational Objectives, *Elementary School Mathematics, Elementary Secondary Education, *Mathematics Curriculum, *Secondary School Mathematics, State Curriculum Guides, *State Standards, *Student Educational Objectives, Student Evaluation, Study Skills
Identifiers—*Oregon
This document defines what are considered to be the essentials in a strong mathematics program for the state of Oregon for grades K-12. The common curriculum goals are organized into nine content strands: (1) number and numeration; (2) appropriate computational skills; (3) problem solving; (4) geometry and visualization skills; (5) measurement; (6) statistics and probability; (7) mathematical relationships; (8) oral and written communication skills; and (9) appropriate study skills. Each strand contains knowledge and skills to be developed with expected outcomes for students to achieve by grades 3, 5, 8, and 11. (RH)

ED 287 719 SE 048 679
Mathematics: Comprehensive Curriculum Goals. A Model for Local Curriculum Development.
Oregon State Dept. of Education, Salem.
Pub Date—Oct 87
Note—225p.; For a related document, see SE 048 678.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Academic Achievement, Curriculum Development, Educational Objectives, *Elementary School Mathematics, Elementary Secondary Education, *Mathematics Curriculum, *Mathematics Instruction, *Secondary School Mathematics, Staff Development, State Curriculum Guides, *State Standards, Student Educational Objectives, Student Evaluation
Identifiers—*Oregon
In June 1984, the State Board of Education adopted the Oregon Action Plan for Excellence which established the direction for school improvement in the state for the next decade. A central concept of the Action Plan is that while the state will determine what must be taught in public schools, the schools will determine how it will be taught. This document is intended to provide the essential information which local districts need to merge state curriculum expectations with their own local determinations for mathematics K-12. The report contains the following sections: (1) introduction; (2) executive summary of content strands; (3) grade level teaching emphasis; (4) instructional themes; (5) staff development; (6) organizational patterns and teaching considerations; (7) comprehensive goals and outcomes (comprising more than half the document and charting expectancies for grades K through 8 as well as grade 11); and (8) bibliography. (RH)

ED 287 720 SE 048 680
Lochhead, Jack And Others
Representation of Mathematical Relationships in Four Countries: A Study of College Students' Mathematical Fluency.
Spons Agency—EXXON Education Foundation, New York, N.Y.
Pub Date—Jan 85
Note—16p.; Paper presented at the Annual Meeting of the Mathematical Association of America, 1985.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Mathematics, College Students, Cultural Influences, Higher Education, *Language, Mathematical Applications, *Mathematical Logic, *Mathematics Instruction, Problem Solving, *Word Problems (Mathematics)
Identifiers—Fiji, Israel, Japan, United States
Numerous research studies over the past five years indicate that a high percentage of college students have severe deficiencies in their ability to use mathematics as a language for representing simple quantitative relationships. In the United States these problems are nearly as common among students with strong computational skills in algebra and calculus as among those with very limited mathematical preparations. Several specific difficulties seem to stem from differences between the structure of mathematics and that of English. Data are presented from a quiz admininstered in four countries: Japan, Israel, Fiji, and the United States. Additional information is provided on China, Great Britain, and Nigeria. Although Japanese and Chinese students far out perform those from other countries there are certain common features across all groups which suggest that the oriental strength stems from education rather than culture or language. (Author)

ED 287 721 SE 048 681
Mathematics. Suggested Learner Outcomes: Grades 9-12.
Oklahoma State Dept. of Education, Oklahoma City.
Pub Date—Jul 85
Note—27p.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Algebra, Calculus, Geometry, High Schools, *Mathematics Instruction, *Secondary School Mathematics, State Curriculum Guides, *State Standards, *Student Educational Objectives, Trigonometry
Identifiers—*Oklahoma
This publication provides suggested learner outcomes for guiding instruction and evaluation of students in grades 9-12 in Oklahoma. The goals are intended to provide teachers, administrators, school boards, parents, and other concerned citizens with a clear understanding of expected minimum learner outcomes for each mathematics course. Teachers are encouraged to surpass and extend the listed objectives. Outcomes are listed for each of the following courses: (1) general mathematics; (2) consumer math; (3) algebra I; (4) geometry; (5) algebra II; (6) trigonometry; (7) math analysis; and (8) calculus. (RH)

ED 287 722 SE 048 682
Owen, John M. Johnson, Neville J.
Mathematics Curriculum and Teaching Program (MCTP). Professional Development Guidelines.
Curriculum Development Centre, Canberra (Australia).
Pub Date—87
Note—46p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Development, *Elementary School Mathematics, Foreign Countries, Inservice Teacher Education, *Mathematics Curriculum, *Mathematics Instruction, *Secondary School Mathematics, *Staff Development, Teacher Education, Teaching Guides
Identifiers—*Australia
The Mathematics Curriculum and Teaching Program (MCTP) is a joint initiative of the Curriculum Development Centre and the Directors of Curriculum of the States and Territories of Australia. The program seeks to improve the teaching of mathematics in grades K-10. This manual contains guidelines for people who have a responsibility for the professional development of teachers working with the MCTP. The guidelines contain two major sections. The first is a brief overview of some issues in educational change, providing essential background knowledge which sets the scene for the second section. The second section presents some practical suggestions for undertaking professional development activities and presents a range of models for professional development. It is possible to select one or more approaches from the models to encourage teachers to adopt desired features of teaching and learning. (RH)

ED 287 723 SE 048 683
Cuneo, Diane O.
Non-Remedial Low-Math Students' Performance in Precalculus: Preliminary Data.
Spons Agency—EXXON Education Foundation, New York, N.Y.
Pub Date—Aug 85
Note—7p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *College Mathematics, Higher Education, *Mathematics Achievement, *Mathematics Instruction, *Reme-

dial Mathematics, *Undergraduate Study
Identifiers—*University of Massachusetts

Reported are results of a study of a sample of 259 students at the University of Massachusetts who scored low on a math placement test and later took precalculus math classes. Several possible conclusions are presented to explain the test results. A significantly higher percentage (p.05) of a remedial sample (compared to a non-remedial sample) successfully completed two precalculus math classes. Data indicate, however, that many of the students who took the remedial experience may not have needed it and may have been misclassified by the math placement test as low-math students. (RH)

ED 287 724 SE 048 684
Clement, John
Non-Formal Reasoning in Experts' Solutions to Mathematics Problems.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—25 Mar 84
Grant—SED80-16567
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). Contains small print which may not reproduce well. For a related paper, see SE 048 694.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Processes, *Learning, *Logical Thinking, *Physics, *Problem Solving
Identifiers—*Analogies

Since Polya, Wertheimer, and Hadamard's descriptions of qualitative reasoning strategies used by scientists and mathematicians, very little data have been collected on whether these strategies are actually used by experts. This study used video-taped thinking-aloud interviews to examine the problem solving strategies of professors and advanced graduate students in technical fields. Evidence from these interviews documents the use of analogies, visual transformations, extreme cases, creative partitioning, and other plausible reasoning strategies used by experts. (Author)

ED 287 725 SE 048 685
Cuneo, Diane O.
Understanding Fractions as Quantities: Is It Related to Fraction Computational Skill?
Spons Agency—EXXON Education Foundation, New York, N.Y.
Pub Date—Apr 87
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Age Differences, *College Students, *Computation, *Fractions, Grade 7, *Junior High School Students, *Mathematics Achievement, Mathematics Instruction, *Number Concepts, Secondary School Mathematics

The purpose of this study was to assess children's and adults' quantitative understanding of fractions in a new and potentially definitive way, and to determine whether this understanding was related to fraction computational skill. Thirty-seven seventh graders and 32 adults (college students) participated in the study. A computation task was used to classify subjects as "good" or "poor" at fraction computation. An estimation task was used to classify the same subjects as "good" or "poor" at understanding fraction size. If such understanding is important to learning or remembering fraction computation rules, subjects would be expected to be "good" or "poor" at both. The study indicated that a quantitative notion of fractions was only one of the variables determining fraction computational skill. (RH)

ED 287 726 SE 048 686
Rosnick, Peter
Student Conceptions of Semantically Laden Letters in Algebra. A Technical Report.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—Jan 82
Grant—SED-80-16567
Note—38p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Algebra, *College Mathematics, Higher Education, Mathematical Concepts, *Mathematics Instruction, *Problem Solving, *Word Problems (Mathematics)

This paper proposes an hypothsis describing how some college students incorrectly view semantically laden letters and provides both clinical and written data that supports that hypothesis. Several word problems were given to nine college math students. These students were then interviewed as they attempted to solve these problems. In addition to the interviews, data were obtained from two related diagnostic mathematics tests. Test 1 was administered to 101 college students toward the end of the first semester of a calculus course and test 2 was administered to 153 different college students at the beginning of the same course. Overall, the study findings indicated that it is at the interface between the semantic content of a problem and its algebraic representation that students' skills appear to be most lacking. Implications for instruction, especially problem solving, are presented. Word problems given during the clinical interviews and the two diagnostic tests are appended. (RH)

ED 287 727 SE 048 687
Cuneo, Diane O.
Young Children's Misconceptions of Simple Turtle Graphics Commands.
Pub Date—May 86
Note—10p.; Paper presented at the Annual Symposium of the Jean Piaget Society (Philadelphia, PA, May, 1986). For related papers, see ED 260 800 and SE 048 666.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Computer Assisted Instruction, *Computer Graphics, *Preschool Children, Preschool Education, *Problem Solving
Identifiers—*Turtle Graphics

Four- and 5-year-olds' understanding of basic turtle graphics commands was examined before and after a hands-on, interactive problem-solving experience. Children (n=32) saw display screen events consisting of an initial turtle state, a command transformation, and the resulting turtle state. They were asked to give the command executed in each event. Most children systematically misunderstood some or all of the commands, and their misconceptions were in line with Piaget's characterization of young children's thinking. Contrary to anecdotal evidence, misconceptions were affected little by experience, feedback, and eventual success in solving turtle graphics problems. (Author/RH)

ED 287 728 SE 048 688
Larson, Carol Novillis Choroszy, Melisa N.
Elementary Education Majors Performance on a Basic Mathematics Test.
Pub Date—Apr 85
Note—27p.; Paper presented at the Annual Meeting of the Research Council for Diagnostic and Prescriptive Mathematics (Austin, TX, April, 1985).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *College Mathematics, *Computation, Education Majors, Elementary School Teachers, Higher Education, *Mathematical Applications, *Mathematical Concepts, *Preservice Teacher Education, Student Evaluation, Undergraduate Study
Identifiers—California Achievement Tests, *University of Arizona

Described is the mathematics achievement of 391 elementary education majors at the University of Arizona. Students were administered two subtests of the California Achievement Test: the Mathematics Computation Subtest and the Mathematics Concepts and Application Subtest. The CAT was administered in a non-standard manner. Students were allowed three hours to complete all seven subtests rather than the specified times allotted for each subtest in the test manual. The mean score on the total mathematics section was 82%. The prospective teachers scored higher on the computation subtest than on the concept/application subtest. Correct responses for items ranged from 69% to 99% (mean 85%) on the computation subtest and from 46% to 97% (mean 81%) on the concept/application subtest. Correlations between the scores on the two tests was .83. Results for each of the mathematics tests are analyzed by item for skills and knowledge required. The prospective teachers were more likely to possess knowledge of terms and symbols, and computational skills, than to be able to coordinate and apply this knowledge when solving multi-step problems. Some students had difficulty in transferring algorithms for computing with fractions to analogous algorithms for computing in algebra. (RH)

ED 287 729 SE 048 689
Cemen, Pamala Byrd
The Nature of Mathematics Anxiety.
Pub Date—Sep 87
Note—22p.
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *College Students, Higher Education, Learning Problems, *Mathematics Achievement, *Mathematics Anxiety, *Models

This paper attempts to generate a comprehensive description of the nature of mathematics anxiety through a synthesis of: (1) the general and test anxiety literatures applied to mathematics anxiety; (2) the mathematics anxiety literature, and (3) case studies developed through in-depth interviews. The indepth interviews were conducted with seven university students, five of whom were high mathematics anxious and two of whom were low. Mathematics anxiety is defined as a state of anxiety in response to situations involving mathematics which are perceived as threatening to self-esteem. A model of anxiety as a process is developed and presented in the paper. The model includes environmental antecedents, dispositional antecedents, and situational antecedents. It is an interaction of these antecedents which produces an anxiety reaction, with its physiological manifestations. During cognitive reappraisal, decisions are made about dealing with the anxiety. If self-esteem is basically strong and there is a certain level of task-related confidence, the individual may be able to control the anxiety and channel it into the task. When this occurs the anxiety might facilitate performance. However, if the individual is unable to control the anxiety, it can debilitate the performance. There also are ways the individual copes or does not cope with the immediate anxiety situation. Coping for long-term might involve avoidance of mathematics and convincing oneself mathematics is not useful. Forty-one references are appended. (RH)

ED 287 730 SE 048 690
Haertel, Hermann
A Qualitative Approach to Electricity.
Xerox Corp., Palo Alto, CA. Palo Alto Research Center.
Report No.—1RL87-0001
Pub Date—15 Sep 87
Note—125p.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*College Science, Electrical Systems, *Electricity, Higher Education, Magnets, *Physics, *Relativity, Science Curriculum, Science Education, *Science Instruction
Identifiers—*Electromagnetic Theory

In the teaching of physics, the study of electricity and magnetism typically follows the introduction of the basic concepts of mechanics. However, there are some new concepts associated with electromagnetic fields that seem at first to the student to be unrelated to, or even incompatible with, Newton's third law as learned in mechanics. Furthermore, the transition from electrostatics to studies of moving charges and associated magnetic phenomena seems to many thoughtful students not to be consistent with concepts learned earlier in the course. This report describes approaches to electrostatics, to elementary circuits, and to the effects of moving charges in a way designed to be fully consistent throughout, so that the student is not left with quandaries about the relationship of each set of basic concepts to the other sets in the course. Included are chapters on: (1) qualitative reasoning; (2) basic electricity; and (3) electromagnetic induction and relativity. The text is supported throughout by interactive and animated computer graphics. A bibliography is also included. (Author/TW)

ED 287 731 SE 048 691
Krulik, Stephen Rudnick, Jesse A.
Problem Solving: A Handbook for Teachers. Second Edition.

Report No.—ISBN-0-205-10289-1
Pub Date—87
Note—280p.
Available from—Allyn and Bacon, Inc., 7 Wells Avenue, Newton, Massachusetts 02159 ($34.95).
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Elementary School Mathematics, Elementary Secondary Education, *Heuristics, Mathematical Applications, Mathematical Enrichment, Mathematics Education, *Mathematics Instruction, *Mathematics Skills, *Problem Solving, *Secondary School Mathematics

During the past decade, problem solving has become a major focus of the mathematics curriculum. Many feel that in this era of increasing technology, it is important for students to learn how to approach a problem situation. This book was designed to help teachers teach problem solving. Chapter 1, "An Introduction to Problem Solving," deals with what problems are, why we should teach problem solving, and what makes a good teacher of problem solving. Chapter 2, "A Workable Set of Heuristics," discusses what heuristics are, provides a set of heuristics to use, and addresses the application of heuristics. Chapter 3, "The Pedagogy of Problem Solving," describes the subskills of problem solving and integrates them into a teaching process. The major portion of the book is devoted to activities and non-routine problems. These activities and problems have been gleaned from a variety of sources and have been classroom tested at many levels by practicing teachers. Included are masters for selected problems and strategy games, and a bibliography of problem solving resources. (TW)

ED 287 732 SE 048 692
Ellis, James D. Kuerbis, Paul J.
Encourage Literacy of Science Teachers in the Use of Microcomputers (ENLIST Micros). Final Report.
Biological Sciences Curriculum Study, Boulder, Colo.
Spons Agency—National Science Foundation, Washington, D.C. Directorate for Science Education.
Pub Date—Aug 87
Grant—NSF-MDR-8470061
Note—119p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Literacy, Computer Uses in Education, *Elementary School Science, Elementary Secondary Education, Models, Science and Society, Science Education, *Science Instruction, *Science Teachers, *Secondary School Science, Teacher Education

This document represents the final report of a project which was designed to improve the quality and quantity of microcomputer use in science teaching. The five major goals of the project were met, and 22 essential competencies for computer literacy among science teachers were identified. The model and materials developed tended to be successful in improving the skills, knowledge, and attitudes of science teachers. Results of the project were disseminated by workshops, papers at professional meetings, publicity releases, and published articles. The materials developed and summarized in this document include: (1) a teacher enhancement model that applies to implementing any educational innovation; (2) a definition of what it means to be a computer-literate science teacher; (3) strategies for implementing educational computing; (4) materials and approaches that continue in use without outside support; and (5) a determination of the appropriate use of microcomputers in teaching science. Appendixes, which make up two-thirds of the document, include lists of contributors to ENLIST Micros, evaluation instruments, materials pertaining to the dissemination activities, and responses to the use survey conducted as part of the study. (TW)

ED 287 733 SE 048 695
Schell, Robert E. And Others
Between Teacher Discrimination as the Basis for Analyzing Classroom Interactions.
Pub Date—Feb 87
Note—10p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 25-28, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Biology, *Chemistry, *Classroom Communication, Classroom Environment, *Classroom Observation Techniques, Questioning Techniques, Science Education, Science Instruction, Science Teachers, Secondary Education, *Secondary School Science, *Teacher Student Relationship, Verbal Communication

This document reports on a study to develop an empirical method for analyzing and reporting classroom interaction data. Data were collected according to a classroom observation scheme involving the frequency of various interactions (question, answer, or management), the cognitive level of the interaction, the role of the actor, the level of personalization, and the length of the interaction in words. Tape recordings made of 24 upstate New York high school biology and chemistry classes on 6 different occasions during the 1985-1986 school year were analyzed by a panel of expert judges. Each interaction in the randomly selected 10-minute period was classified and the interactions were accumulated. Results of the analysis of these data indicated that observation variables could be grouped into scales that discriminated between teachers, and that the scales were meaningful. (TW)

ED 287 734 SE 048 697
Baldwin, Kerry And Others
Arizona Teachers Resource Guide for Environmental Education. Grades K-12. [Revised].
Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.
Pub Date—Aug 85
Note—252p.; Colored maps and some drawings may not reproduce well.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Biology, Ecology, Elementary School Science, *Elementary Secondary Education, *Environmental Education, Geology, *Natural Resources, *Science Activities, Science and Society, Science Curriculum, Science Education, Science Instruction, *Secondary School Science, Social Studies, *State Curriculum Guides
Identifiers—*Arizona

This document represents the second revision of a similar guide (no longer in print) originally published in 1974. It was developed to help teachers in Arizona encourage students to: (1) become aware of human dependence on natural resources; (2) gain a fundamental understanding about our natural resources; (3) intelligently react to problems of waste and damage to natural resources, and (4) search for solutions. The guide contains chapters on the sun, water, geology, soil, plants, animals, climate, and humans and the environment. These list and discuss a set of concepts. The background information and explanatory material within these chapters was developed to help teachers understand each concept. A major portion of the guide provides 34 teaching activities which address these concepts and are keyed to different grade levels and subject areas. Another section of the guide includes a set of fact sheets containing questions and answers about various natural resources. Also included is a glossary of terms and a set of references. (TW)

ED 287 735 SE 048 699
Schell, Robert, E. And Others
Differences in Students' Perceptions of Their High School Biology and Chemistry Classes over the Course of a School Year.
Pub Date—Apr 87
Note—16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Washington, DC, April 9-12, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Biology, *Chemistry, *Creative Thinking, *Divergent Thinking, High Schools, Logical Thinking, Problem Solving, Recall (Psychology), Science Education, Science Instruction, *Scientific Attitudes, *Secondary School Science

The purpose of this study was to describe student perceptions within high school classes in biology and chemistry over the course of a school year. The sample consisted of 435 high school college preparatory science students who were enrolled in 44 different biology and chemistry classes in central New York State. Measurements of attitude toward science and perceptions of the classroom environment were made with 33 Likert-type items drawn from other instruments. The results indicated that science attitudes become worse during the school year. According to the perceptions of the students, two thinking variables, creative exploration and logical thinking, decreased during the school year. Creative exploration, which involves divergent thinking, was significantly different between chemistry student's perceptions and the biology students' perceptions, with chemistry students indicating that lower levels of creative exploration occur in those classes. The results also indicated that many of the correct answers in chemistry may be obtained by using logical thinking and problem solving techniques, whereas biology students quickly learn that success is obtained by remembering large amounts of information. (TW)

ED 287 736 SE 048 700
Swartz, Clifford Friedman, Madeleine
Capsela Scientific: Hands-On Physical Science Curriculum for Grades 3-9.
Pub Date—87
Note—171p.
Available from—Play-Jour, Inc., 200 5th Avenue, New York, NY 10010 (Teachers Manual $30.00; Component Kit $90.00; total kit $110.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Electricity, Elementary Education, *Elementary School Science, Energy, *Experiential Learning, Force, Home Study, *Physical Sciences, *Science Activities, Science Curriculum, Science Education, *Science Experiments, *Science Instruction, Scientific Concepts, Teaching Methods

Many educators feel that elementary school science programs should concentrate on phenomena and concepts that are literally tangible. This document serves as the teaching manual which accompanies the Capsela modular system of manipulative and motorized models. The experiments in the manual are intended to provide a structured approach to using the Capsela system as a teaching tool. The manual contains sections on: (1) making Capsela a part of the science program; (2) using Capsela in the science curriculum; (3) lesson skill development; (4) Capsela gear capsule descriptions; (5) how to get started; (6) classroom management suggestions; (7) creating a movement-thinking learning environment; (8) creativity with a purpose; and (9) using Capsela at home. A major portion of the document contains descriptions of 25 lessons dealing with the concepts of force, work, energy, momentum, machines, electricity, fluids, Archimedes' Principle and Newton's Third Law. (TW)

ED 287 737 SE 048 701
Moore, John A. And Others
Science as a Way of Knowing IV–Developmental Biology. Proceedings of the Annual Meeting (Nashville, TN, December 27-30, 1986).
American Society of Zoologists, Thousand Oaks, CA.
Pub Date—87
Note—318p.; For earlier proceedings, see ED 261 874-875, ED 280
Available from—John A. Moore, Department of Biology, University of California, Riverside, CA 92521 (single copies free while supply lasts).
Journal Cit—American Zoologist v27 p415-573 1987
Pub Type— Collected Works - Proceedings (021) — Collected Works - Serials (022)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Audiovisual Aids, *Biology, *College Science, Cytology, *Embryology, *Genetics, Heredity, Higher Education, Physiology, Science Education, *Scientific and Technical Information, *Scientific Concepts, Videotape Recordings
Identifiers—*Developmental Biology, Science as a Way of Knowing Project

This fourth volume of the Science as a Way of Knowing project contains 12 papers given at a conference in 1986 which was cosponsored by a variety of scientific and science education organizations. The presentations include: (1) "Science as a Way of Knowing–Developmental Biology" (John A. Moore); (2) "Embryonic Induction" (Richard M. Eakin, impersonating Hans Spemann); (3) "Understanding Embryonic Development: A Contemporary View" (Eric H. Davidson); (4) "Determinants of Early Amphibian Development" (John C. Gerhart); (5) "Cell Lineages and Determinants of Cell Fate in Development" (J. Richard Whittaker); (6) "Genomic Potential of Differentiated Cells Analyzed by Nuclear Transplantation" (Marie A. DiBe-

rardino); (7) "Cell Adhesion as a Basis of Pattern in Embryonic Development" (Gerald M. Edelman and Warren J. Gallin); (8) "Inheritance of Pattern: Analysis From Phenotype to Gene" (Paul B. Green); (9) "Limb Development and Regeneration" (Susan V. Bryant, David M. Gardiner, and Ken Muneoka); (10) "Developmental Biology and Human Concerns" (E. Peter Volpe); (11) "The Next Big Problem in Developmental Biology" (John Tyler Bonner); and (12) "Films and Videotapes in Developmental Biology" (Gary Anderson and Nathan H. Hart). An index is included. (TW)

ED 287 738 SE 048 702
Owen, Dean H. And Others
Perception and Control of Simulated Self Motion. Final Report for the Period April 1983-March 1987.
Ohio State Univ., Columbus. Dept. of Psychology.; Ohio State Univ., Columbus. Research Foundation.
Spons Agency—Air Force Human Resources Lab., Williams AFB, Ariz.
Report No.—AFHRL-TR-87
Pub Date—Nov 87
Note—193p.
Pub Type— Reports - Research (143) — Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Aerospace Education, Aerospace Technology, Air Transportation, Aviation Mechanics, *Aviation Technology, Engineering Education, *Flight Training, *Perception, *Power Technology, Science and Society, Science Education, *Science Experiments
Identifiers—*Air Force Human Resources Laboratory
This report includes three experiment sections. The first experiment tested sensitivity to loss in altitude and demonstrated that: (1) preview effects led to adaptation; (2) sensitivity decreased with higher flow rates; and (3) sensitivity increased with higher optical texture densities and fractional loss. The second and third experiments examined the perception and control of change in forward speed and altitude, respectively. Results from the former indicated that higher levels of fractional loss led to enhanced control of a constant speed, whereas high flow and/or edge rates interfered with performance. The control of altitude change was similarly affected by the levels of fractional loss, but the negative effect of flow rate occurred only in conditions of descending flight. Theoretical implications for the ecological approach to the study of perception and control are discussed. (Author)

ED 287 739 SE 048 703
Wood, David S. Wood, Diane Walton
Conservation Education: A Planning Guide. Manual Series M-23.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
Pub Date—Oct 85
Note—124p.; Some drawings may not reproduce well.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Audiovisual Aids, Conservation (Environment), *Developing Nations, *Educational Planning, Elementary Secondary Education, *Environmental Education, Evaluation Methods, Exhibits, Extension Education, Foreign Countries, Global Approach, Mass Media, *Natural Resources, *Program Development, *School Community Relationship
Identifiers—Environmental Education Programs, Environmental Management, *Peace Corps
The purpose of this manual is to help individuals and groups design and implement conservation education programs that will effectively bring about improved environmental management. The chapters describe: (1) how to gather environmental and social data for designing appropriate education programs; (2) how to judge the strengths and weaknesses of various conservation education methods, ranging from mass media to nature centers; and (3) how to implement and evaluate educational efforts. Each chapter ends with a series of questions that the reader can use to ensure that no important variables have been overlooked. The manual is intended to be useful to a wide range of people. While chapters two and three are aimed especially at the generalist, the entire manual is intended to be useful to those interested in designing appropriate education programs. (TW)

ED 287 740 SE 048 704
Eschenbach, Willis
Wind Systems for Pumping Water: A Training Manual. No. T-25.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
Pub Date—May 84
Contract—PC-283-1007
Note—83p.; Some drawings may not reproduce well.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Alternative Energy Sources, *Appropriate Technology, Design Requirements, Energy Education, *Environmental Education, Glossaries, Motion, Power Technology, Quality of Life, *Water Resources, Wind (Meteorology), *Wind Energy
Identifiers—Peace Corps, *Windmills
This document was prepared as a training manual for people interested in developing appropriate technological approaches to using wind power to pump water. The training program is divided into two basic formats, one in which a session focuses on the design process and participants are expected to do some design work in groups, and another which uses a preselected design and does not include the design process. Besides providing sets of training guidelines and objectives, the manual describes training sessions which deal with: (1) the history of wind systems; (2) large projects and community analysis; (3) shop safety and tool care; (4) representative drawings for construction; (5) shafts and bearings; (6) strengths and testing; (7) joinery; (8) pumps and pump design; (9) siting considerations; (10) sizing wind water pumping systems; (11) design considerations for pumps and windmills; (12) how to design; (13) presentation of designs; (14) construction of wind measuring poles; (15) exploration for wind sites; (16) tower raising; (17) plumbing the wind system; (18) testing the installed wind system; (19) presentation of projects; and (20) protective and routine maintenance. Included is a bibliography, a construction materials list, a tool list, and a glossary. (TW)

ED 287 741 SE 048 705
Lillywhite, Malcolm
Improved Cookstove Training Manual. No. T-40.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
Pub Date—May 84
Note—220p.; Some drawings may not reproduce well.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Air Flow, Alternative Energy Sources, *Appropriate Technology, *Ceramics, *Cooking Instruction, Energy Education, *Environmental Education, Fuels, *Heating, Heat Recovery, Learning Processes, Science and Society, *Training Methods, Ventilation
Identifiers—*Cookstoves, Peace Corps
This document was developed as a training manual for people interested in various types of appropriate technologies related to improved cookstoves. The three types of cookstoves included in the manual are earthen, ceramic, and metal (or a combination of metal and ceramic). The training sessions described deal with: (1) an orientation to the cookstove training program; (2) project documentation; (3) trainee working styles and skills inventory; (4) the fuel wood crisis and improved cookstoves; (5) appropriate education and the learning process; (6) socio-cultural and technical considerations; (7) survey and assessment; (8) stove combustion theory; (9) hypothetical stove design; (10) earthen stove design and soil analysis; (11) earthen stove construction; (12) introduction to ceramics; (13) ceramic stove design; (14) ceramic stove construction; (15) ceramic stove curing and firing; (16) project design and proposal preparation; (17) metal stove design; (18) metal stove construction; (19) cooking on cookstoves; (20) cookstove business development; (21) diagnosis and repair of cookstoves; (22) testing and monitoring cookstove performance; (23) cookstove project presentations; (24) traditional and improved cookstove banquet; and (25) training program evaluation. A glossary is included. (TW)

ED 287 742 SE 048 706
Richter, Bernice, Comp. Wenzel, Duane, Comp.
The Museum of Science and Industry Basic List of Children's Science Books, 1987.
American Library Association, Chicago, Ill.
Report No.—ISBN-0-8389-0484-X
Pub Date—87
Note—84p.; For the first annual supplement, see ED 278 542. For the 1973-1984 Basic List, see ED 265 067.
Available from—Museum of Science and Industry, 57th Street and Lake Shore Drive, Chicago, IL ($8.95).
Pub Type— Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors—Animals, *Biological Sciences, *Books, *Childrens Literature, Computer Science, Elementary Education, *Elementary School Science, Engineering, Environmental Education, Mathematics, Physical Environment, *Physical Sciences, Reference Materials, *Resource Materials, Science and Society, Science Education, Science Materials, Technology
Presented is the second annual supplement to the Museum of Science and Industry Basic List of Children's Science Books 1973-1984. In this supplement, children's science books are listed under the headings of animals, astronomy, aviation and space, biography, earth sciences, encyclopedias and reference books, environment and conservation, fiction, general science, life sciences, marine life, mathematics and computer science, medical and health sciences, physics and chemistry, plant life, and technology and engineering. Each entry contains: (1) a complete bibliographic description of the item, including author(s), title, publisher, publication date, current cost, and other information; (2) a summary of the general content; (3) the reading level; (4) a rating symbol that represents an editorial judgment of the book's usefulness (AA-strongly recommended/excellent; B-recommended/very good; C-acceptable quality; and D-not recommended); and, when available, (5) citations to furthur publications with additional reviews. Information on how to use the book and comments on the rating symbols are included with introductory matter. Also included in appendices is a directory of publishers, an annotated list of sourcebooks for adults and children's magazines (using the same format as for the children's books), a list of six review journals, an author index, and a title index. (TW)

ED 287 743 SE 048 707
Science Framework, Kindergarten-Grade 12.
Texas Education Agency, Austin. Div. of Curriculum Development.
Report No.—CU-370-07
Pub Date—87
Note—157p.
Available from—Publications Distribution Office, Texas Education Agency, 1701 N. Congress Avenue, Austin, TX 78701-1494 ($4.00).
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Bilingual Education, Course Content, *Course Descriptions, *Elementary School Science, Elementary Secondary Education, Experiential Learning, Gifted, *Science Curriculum, Science Education, Science Equipment, *Science Instruction, *Secondary School Science, Special Education, *State Curriculum Guides, State Programs
Identifiers—*Texas
This publication is designed to aid school administrators, curriculum planners, and teachers in implementing the science education program in Texas public schools. The framework organizes instruction for kindergarten through grade 12 around certain widely accepted processes of science. These processes are reflected in the identified essential elements of instruction the State Board of Education requires school districts to offer. Each essential element has subelements that provide content for particular grades and courses. The essential elements and subelements provide opportunities for students to be involved in concrete activities in kindergarten through grade 6 and in laboratory and field activities in grades 7-12. In addition, the framework encompasses science programs for special student populations, including special education, gifted and talented education, compensatory education, bilingual education, and migrant education. The document is divided into four major sections: Overview of the Science Program, Elementary Science, Secondary Science, and Special Student Populations and Science. The appendices contain examples

of alternative assessment procedures and basic materials and equipment lists. (TW)

SO

ED 287 744 SO 016 906
Clark-Lewis, Elizabeth
"This Work Had A' End." The Transition from Live-In to Day Work. Southern Women: The Intersection of Race, Class and Gender. Working Paper 2.
Duke-UNC Women's Studies Research Center, Chapel Hill.; Memphis State Univ., TN. Center for Research on Women.; Spelman Coll., Atlanta, Ga.
Pub Date—Jul 85
Note—58p.
Available from—Center for Research on Women, Memphis State University, Memphis, TN 38152 ($5.00).
Pub Type— Reports - Descriptive (141) — Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Black Achievement, *Black Employment, Black Population Trends, Employed Women, Employment Patterns, *Females, *Household Workers, Housekeepers, Migration Patterns, Oral History, Population Trends, Primary Sources, Relocation, Rural to Urban Migration, *Rural Urban Differences, Work Environment, Working Hours
Identifiers—*District of Columbia, *United States (South)
Experiences of black women, who migrated from the rural south to the District of Columbia between 1900 and 1926, are examined in order to illustrate the nature of household work during this period. While previous research on black private household workers usually attributed changes in household labor to architectural and technological trends, this data indicated that the transition from live-in servant to day worker occurred as a result of the women's desire for less restrictive employment. Oral histories of 23 black women, who made this transition, challenge the belief that household workers lacked the initiative and ability to control employment conditions. Southern relatives' roles, the Washington community, churches, and pre-migration experiences are examined, along with the consequences of the transition in relation to the women's self-esteem. Results indicate that the family, with its inherent roles and values, remained crucial to these women despite differences between their rural upbringing and urban employment. (Author/JHP)

ED 287 745 SO 017 462
Burton, Leon H., Ed. Thomson, William, Ed.
Music: Comprehensive Musicianship Program. Grade 6.
Hawaii Univ., Honolulu. Curriculum Research and Development Group.
Pub Date—82
Note—186p.; For the teacher text, see SO 017 643. Photographs will not reproduce well.
Pub Type— Books (010) — Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Applied Music, *Grade 6, Intermediate Grades, *Music Activities, Musical Instruments, Music Appreciation, *Music Education, Music Reading, *Music Techniques, Singing, Songs, Vocal Music
Identifiers—Hawaii
Forty-nine music lessons for use in sixth grade classes are presented. A number of these lessons feature songs and musical instruments from or about Hawaii, and lessons stress learning about tempos, accents, meters, notes, and rhythm patterns. The lessons introduce the history of instruments such as the ukulele, recorder, rhythm instruments, and resonator bells and include beginning lessons for each. Songs which can be played with these instruments are also included. Concepts of opera, described as a combination of drama, poetry, music, and dancing, are introduced, and the importance of the use of specific voice types to portray individual characters is emphasized. A presentation of the background of the story and the characters in "Amal and the Night Visitors" is used to illustrate important opera concepts. Concluding lessons introduce dance movements, rhythmic patterns, and the playing of Ti Rakau, a game involved in throwing and catching sticks while singing and keeping time to a musical beat. Appendices include fingering charts for the ukulele and the recorder and both a classified subject and an alphabetical index of included songs. Photographs and musical scores are included. (JHP)

ED 287 746 SO 017 463
Burton, Leon H., Ed. Thomson, William, Ed.
Music: Comprehensive Musicianship Program. Teacher Text. Grade 6.
Hawaii Univ., Honolulu. Curriculum Research and Development Group.
Pub Date—82
Note—346p.; For the student text, see SO 017 462. Photographs will not reproduce well.
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Applied Music, Curriculum Guides, Grade 6, Instructional Materials, Intermediate Grades, Lesson Plans, *Music Activities, Musical Instruments, *Music Appreciation, *Music Education, Music Reading, *Music Techniques, Resource Units, Singing, Songs, Teaching Guides, Vocal Music
Identifiers—Hawaii
The goals of this teacher edition, which accompanies "Music: Comprehensive Musicianship Program. Grade 6," include increasing musical understanding while developing musical skills. The 49 lessons included feature: (1) a wide range of musical concepts; (2) the presentation of musical concepts in a teaching chronology; (3) a broad musical repertoire of different cultures, styles, and historical periods; (4) various approaches to musical experiences; and (5) avenues by which all students may participate in some type of musical activity. The first 10 lessons review concepts and skills learned in the lower grades, while the remaining 39 introduce new musical learning experiences. Each lesson has a contents section which includes concepts to be taught, student learning objectives, and specific musical activities. Some include worksheets which, along with the student objectives, are used to monitor student progress. All lesson pages of the student edition are included, and materials and equipment needed for each lesson are listed. Appendices include: (1) a glossary of musical terminology; (2) definitions of musical concepts; (3) pronunciation guides; (4) ukulele and recorder fingering charts; and (5) both a classified subject and an alphabetical index of included songs. Photographs and musical scores are included. (JHP)

ED 287 747 SO 017 464
Burton, Leon H., Ed. Thomson, William, Ed.
Music: Comprehensive Musicianship Program. Grade 5.
Hawaii Univ., Honolulu. Curriculum Research and Development Group.
Pub Date—83
Note—191p.; For the teacher text, see SO 017 465. Photographs will not reproduce well.
Pub Type— Books (010) — Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Applied Music, Grade 5, Intermediate Grades, *Music Activities, Musical Instruments, Music Appreciation, *Music Education, Music Reading, *Music Techniques, Singing, Songs, Vocal Music
Identifiers—Folk Music, Hawaii, New Zealand, Samoa
This fifth grade text provides music and rhythmic activities for the development of both musical skills and appreciation. The learning of music symbols, notes, chords, rhythm, harmony, and specific songs is stressed. While most of the songs were composed in the contiguous 48 United States, music from Hawaii and from other countries is included. Lessons are presented which offer beginning instruction for the ukulele, the recorder, and the resonator bells; and rhythm is taught through the introduction of Hawaiian, Samoan, and New Zealand folk dances. Music from the "Nutcracker Ballet" and "Die Fledermaus" illustrates dance movements, ballet, and operetta music. Appendices include ukulele and recorder fingering charts and both a classified subject and an alphabetical index of songs. (JHP)

ED 287 748 SO 017 465
Burton, Leon H., Ed. Thomson, William, Ed.
Music: Comprehensive Musicianship Program. Teacher Text. Grade 5.
Hawaii Univ., Honolulu. Curriculum Research and Development Group.
Pub Date—83
Note—373p.; For the student text, see SO 017 464.
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Applied Music, Curriculum Guides, Grade 5, Instructional Materials, Intermediate Grades, Lesson Plans, *Music Activities, Musical Instruments, *Music Appreciation, Music Education, Music Reading, *Music Techniques, Resource Units, Singing, Songs, Teaching Guides, Vocal Music
Published as a teacher's edition to "Music: Comprehensive Musicianship Program. Grade 5," this text describes musical learning activities. It includes: (1) concepts to be learned; (2) a chronology for teaching the concepts; (3) a broad musical repertoire from different cultures and historical periods; (4) various approaches to musical experiences; and (5) avenues by which all students may participate in music activities. A major premise of the program is that music should be studied through participation in a variety of activities. Each lesson plan includes a contents section, a list of student learning objectives, musical activities, and a materials and equipment list. To help meet the learning needs of exceptional students, mainstreaming activities are included for most lessons. Learning activities are adapted to accommodate special auditory, visual, physical, developmental, and emotional needs. Worksheets are included for some lessons, and appendices provide: (1) suggestions for helping exceptional students; (2) pronunciation guides; (3) definitions of basic music concepts; (4) a glossary of music terms; (5) ukulele and recorder fingering charts; and (6) both a classified subject and an alphabetical index of included songs. (JHP)

ED 287 749 SO 017 633
Arts, Education and the States: A Survey of State Education Policies.
Council of Chief State School Officers, Washington, D.C.
Spons Agency—Department of Education, Washington, DC.; National Endowment for the Arts, Washington, D.C.; Rockefeller Foundation, New York, N.Y.
Pub Date—85
Note—40p.
Available from—Council of Chief State School Officers, 400 N. Capitol St., NW, Room 399, Washington, DC 20001.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Art Education, Art Teachers, Creative Writing, Dance, Drama, *Educational Assessment, *Educational Policy, Elementary Secondary Education, Music, *Program Evaluation, *State Departments of Education, *State Programs, Visual Arts
The Council of Chief State School Officers (CCSSO), as part of their Arts and the Schools Project, surveyed state education agencies (SEAs) to determine policies and practices in relation to arts education in public schools. Art subjects were defined to include creative writing, dance, drama, music, and visual arts. The study focused on: (1) general educational goals; (2) curriculum; (3) testing; (4) graduation requirements; (5) state level funding; (6) instruction; and (7) the influence of current educational developments on arts education. Results indicated that 50 SEAs employ art specialists or allocate a portion of generalists' responsibilities to art education. Thirteen states have written arts education goals, and 43 states distribute curriculum guidelines and supplementary materials for arts instruction to local school districts. Achievement in arts education in 10 states is determined through standardized testing, and 22 states have graduation requirements in the arts. Forty-two states require arts certification for teachers of grades K-12 in two or more arts subjects. An arts education historical review is presented, and a final section focuses on the impact of current educational issues on arts education. Most respondents to the Arts and the Schools Project questionnaire believed that the formulation of new policies at the state level would lead to improved arts instruction. Recommendations include establishing arts education as an essential component of all children's education and encouraging SEAs to include arts in formal education goals. The questionnaire, photographs, and tables are included. (Author/JHP)

ED 287 750 SO 017 648
Buetow, Harold A.
A History of United States Catholic Schooling: NCEA Keynote Series No. 2.
National Catholic Educational Association, Washington, D.C.
Pub Date—85
Note—88p.
Available from—National Catholic Educational Association, 1077 30th Street, NW, Suite 100, Washington, DC 20007.
Pub Type— Historical Materials (060) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Catholic Educators, *Catholic Schools, *Educational History, Educational Legislation, Educational Practices, Elementary Secondary Education, Parochial Schools, Private Education, *Religious Education, Religious Organizations, State Church Separation
Identifiers—Pierce v Society of Sisters, Servicemans Readjustments Act 1944
Roman Catholic schools in the United States have made significant contributions which include the first schools in many geographic areas, the first textbook in the United States, and the first dictionaries of some Indian languages. Early attempts to establish Catholic schools led to incidents which required heroism of the leaders and sacrifices by the laity. The U.S. Catholic schools had their roots in European Catholic countries and, as a result, the first schools in the western hemisphere were located in Spanish and French territories. The growth of the 13 British colonies set the pattern for the future development of the colonies and the U.S. public school systems. At the time, Catholics were regarded as an insignificant and powerless minority. The U.S. Constitution's First Amendment has led to the United States being the only country in the western hemisphere which prohibits religious observances in public schools. From 1783-1828, U.S. Catholics, while facing hostility, poverty, and the frontier wilderness, established an educational philosophy and school organizational pattern. Because of immigration and westward expansion, the period of 1829-1884 was one of growth and expansion in contrast to the years 1885-1917, which were characterized by instability and slower growth due to the rise of materialism, pragmatism, naturalism, and Darwinism. Catholic schools defended their right to exist in the 1918 Code of Common Law. This right was upheld by the U.S. Supreme Court in Pierce versus Society of Sisters. Since 1957, the Catholic schools in the United States have stressed education to the inner city underprivileged. Suggested teaching formats for use of this material are included. (JHP)

ED 287 751 SO 017 678
Sex Equity Resource Kit Bibliography. A Compilation of Books, Games, Activities, and Resources To Supplement Library and Curriculum Materials with Nonbiased Media.
Michigan State Dept. of Education, Lansing. Office of School and Community Affairs.
Pub Date—Jun 86
Note—10p.
Pub Type— Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Books, *Educational Media, Elementary Secondary Education, Equal Education, Games, Instructional Materials, Learning Activities, Library Materials, *Nondiscriminatory Education, Resource Materials, Sex Bias, *Supplementary Reading Materials
Identifiers—*Compilations
This bibliography contains a selection of nonbiased media resources which can be used to supplement existing curriculum materials and library sources. Games, bibliographies, curriculum guides, anthologies, posters, and career guides are included in this compilation of sex equity materials. Documents and media containing information on such subjects as career choices and options, minorities, cultural diversity, equal education, handicaps, poverty, sex stereotyping, male roles, and employment in relation to sex equity are included. Prices are listed for some items. (JHP)

ED 287 752 SO 017 906
Malcolm, Dolores B.
Project Equity: A Curriculum Supplement of Lessons on Sex Equity for Middle School Programs in Law-Related Education.
Saint Louis Public Schools, MO. Div. of State and Federal Programs.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—Jan 85
Note—68p.; The lessons in the guide are correlated with the Missouri mandated Basic Essentials Skills Test Government/Economics objectives and the "Law in Action" textbook series.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Civil Rights, Curriculum Guides, Economics, Equal Opportunities (Jobs), Equal Protection, Grade 6, Grade 7, Grade 8, Instructional Materials, Intermediate Grades, Junior High Schools, Justice, *Law Related Education, Learning Activities, Middle Schools, Nondiscriminatory Education, *Sex Bias, *Sex Discrimination, *Sex Fairness, *Social Studies, United States Government (Course), Units of Study
Identifiers—Civil Rights Act 1964, Equal Pay Act 1963, *Title IX Education Amendments 1972, *Womens Educational Equity Act
To heighten student awareness about sex equity issues and to equip students with information for legal remedies are the goals of this curriculum guide. Each lesson in the unit contains objectives, materials, and procedures. The unit is divided into three sections, each with lessons appropriate for sixth, seventh, and eighth grade levels. Students are introduced to the unit through a sex equity awareness lesson designed to raise their consciousness about sex discrimination. Five lessons on the sixth grade level provide procedures to develop an understanding of Title IX and to recognize discrimination based on sex. Four seventh grade lessons have students challenge stereotypical thinking about equity issues and identify and apply problem solving steps to equity-related situations. Eighth graders learn about Title IX and its relationship to the Civil Rights Act of 1964 and the Equal Pay Act of 1983. The appendix includes discrimination laws and Title IX cases. References and a list of resource organizations are provided. (SM)

ED 287 753 SO 018 266
Grice, Michael L.
Discipline-Based Art Education: Needs Assessment Analysis. The Status of Art Education in the Portland Public Schools, 1986-87.
Portland Public Schools, OR. Research and Evaluation Dept.
Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.
Pub Date—Mar 87
Note—39p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Art Education, Curriculum Evaluation, Data Analysis, Educational Assessment, Educational Needs, Educational Planning, Educational Research, Elementary Secondary Education, *Needs Assessment, Primary Sources, *Public Schools
Identifiers—*Discipline Based Art Education, *Portland Public Schools OR
The Portland, Oregon public schools conducted a needs assessment study in order to determine the status of art education prior to the implementation of a Discipline Based Art Education (DBAE) program. Designed and conducted by the research and evaluation department, the needs assessment surveyed a stratified sample of elementary and secondary teachers, counselors, and administrators. The data provided information about the values, attitudes, status, and condition of art education in the schools. The retrieved data concerning values appeared positive across all groups and revealed no significant differences among categories of respondents; but information gathered concerning status indicated more variance among respondent groups. Conclusions indicated that: (1) art is considered a non-academic subject; (2) instructional practices vary considerably among elementary teachers and middle/high school teachers; (3) structure and sequence is missing in most art education curricula; and (4) cultural diversity is an important, but neglected, part of art education. Data also indicated that, since neither administrators nor teachers were prepared to implement DBAE, an inservice training program, model, and curriculum materials needed to be developed. Appendices include: (1) a discussion outline of DBAE; (2) a sample DBAE scope and sequence chart; (3) the survey instrument; and (4) respondents' additional comments. Charts are included. (JHP)

ED 287 754 SO 018 276
Larson, Rolfe
Visual Artists in Houston, Minneapolis, Washington, and San Francisco: Earnings and Exhibition Opportunities. Research Division Report No. 18.
National Endowment for the Arts, Washington, D.C.
Report No.—ISBN-0-89062-191-8
Pub Date—Oct 84
Note—50p.; Excerpted from "The Economic Conditions and Exhibition Processes of Artists in Four Cities: Final Report PO-81-1," by Richard J. Orend and Batia Sharon. For related documents, see ED 286 789 and ED 216 990. The legibility of tables and figures may be affected by the use of gray background.
Available from—Publishing Center for Cultural Resources, 625 Broadway, New York, NY 10012.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Art, *Artists, Arts Centers, Community Study, Data Analysis, Economic Climate, Economic Opportunities, *Exhibits, *Income, Opportunities, Primary Sources, Surveys, *Visual Arts
Identifiers—California (San Francisco), District of Columbia, Earning Potential, Minnesota (Minneapolis), Texas (Houston)
The Visual Arts Program of the National Endowment of the Arts undertook a survey to determine the economic conditions of artists and the processes by which they exhibit works in four cities located outside the major art centers of New York City, Los Angeles, and Chicago. The selected market areas included Houston, Minneapolis, Washington, and San Francisco. Research indicated that these cities have significant markets for locally produced art, which is mainly sold by galleries and museums. However, artists are dissatisfied with exhibition opportunities, especially with lengthy waiting periods. Among various methods used to locate exhibition opportunities, personal contacts are most used, and service organizations are least utilized. The data indicated major differences between the artists and exhibitors on the perception of fairness in the exhibition selection process. Obtaining studio space is a major problem for artists in all four cities, and both artists and exhibitors advocate public acquisition of buildings which could be rented for studio space. Few artists earn a living solely from art sales. Most hold other jobs or are supported by another person. Median art income for the artists sampled was $718 in 1978. Median production costs were $1,450, approximately twice the median income. Tables and figures are included. (JHP)

ED 287 755 SO 018 290
Kravetz, Nathan
New Approaches to Research in Comparative and International Education: The USSR as Paradigm.
Pub Date—12 Mar 87
Note—39p.; Paper presented at the Comparative and International Education Society Conference (Washington, DC, March 12-15, 1987).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Comparative Education, Cooperation, Educational Research, *Educational Researchers, Foreign Countries, International Education, Journalism
Identifiers—*Journalists, Scholarly Writing, Soviet Education, USSR
Research on comparative and international education cannot rely solely on the work of scholars. Before conclusions are reached, researchers may benefit from an examination of what journalists working in various countries have learned. While journalists may give less emphasis to education than to political, economic, social, or personality factors, many have written about educational activities in national, regional, and local contexts. A number of scholars have written and reported on their understandings of Soviet schools. In most cases, these scholars obtained their information from official reports, government personnel, or reviews of the writings of other researchers. These scholars are often handicapped by lack of time, their inability to insert themselves into the system, and a propensity to review only official documents. Journalists are rarely mentioned in scholarly works about comparative education and are not asked by scholars to share their knowledge. Because some journalists have re-

sided in the Soviet Union for many years, they have been able to develop a realistic and accurate understanding of the Soviet educational system. They can observe, listen, compare, and analyze material over time, which results in useful insights and clarity that can be added to data. Educational comparatists and journalists should share their knowledge and view themselves as colleagues. (JHP)

ED 287 756 SO 018 323
Larsen, Janeen J.
Teaching Basic Jazz Piano Skills: A Mastery Learning Approach.
Pub Date—Apr 87
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Course Evaluation, Course Objectives, Educational Research, Experimental Curriculum, *Jazz, Learning Strategies, *Mastery Learning, Mastery Tests, Minimum Competencies, Minimum Competency Testing, *Music Education, Postsecondary Education, Primary Sources, Sequential Approach, Sequential Learning, Skill Development, *Teaching Methods
Identifiers—*Piano Instruction
Many classical pianists want to develop jazz piano skills because they have acquired: (1) an awareness of the importance of jazz as an art form; (2) an attraction to the sophistication and complexity of jazz music; (3) an interest in exploring contemporary music styles; and (4) a desire to become involved with a type of music which is viewed as enjoyable. This study addresses the need for a short course in basic jazz piano skills oriented toward the special interests, skills, and attitudes of adult pianists and attempts to determine if a mastery learning theory approach can be applied as the basis of instruction. A course designed on this principle has specific objectives and is organized into small, sequential units in which student mastery is carefully monitored. Based on a review of mastery learning theory, a five session, 15 hour course was designed, developed, and taught to two groups of four adult students. An evaluation of student achievement was conducted during 1985 and 1986. Results indicated that: (1) all students reached the mastery level of achievement on the posttest; (2) 75% of the students reached the predetermined mastery level of performance concerning seventh chords; (3) 88% of the students achieved mastery level in improvisation; and (4) all students acquired more positive attitudes toward their own improvisational ability. Tables and figures are included. (JHP)

ED 287 757 SO 018 324
Achtenhagen, Frank
Teaching Economics: The Role of Cognitions on Teaching and Learning of Teachers and Students.
Pub Date—Apr 87
Note—57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Classroom Communication, Classroom Techniques, *Cognitive Dissonance, *Cognitive Processes, *Economics Education, Educational Theories, Instructional Effectiveness, Learning Theories, Methods Research, Primary Sources, Research Projects, Student Attitudes, Student Evaluation of Teacher Performance, Teacher Effectiveness, *Teacher Student Relationship, Teaching Methods
Studies in the field of economics education indicate that teachers prefer content and a subject-oriented curriculum, while students favor a more personal relationship with the teacher and recognition as unique individuals. Mastery of subject matter is not as important to economics students. As a result, the following problems may occur in the teaching and learning process: (1) lack of mutual acceptance of the subject; (2) reduced efficiency of teaching and learning; (3) lower satisfaction levels; and (4) a higher dropout rate. Evidence exists suggesting that implementation of new curriculum and teacher training programs are hindered by these discrepancies. Describing and identifying differences should be a major goal of educational theory. This paper identifies some of the research studies undertaken in this area, along with resultant conclusions and theories. Results indicate that: (1) student problems and needs have received only modest consideration in research; (2) teachers tend to accept responsibility for student success and blame students for failures; and (3) students in economics education programs who are preparing to become teachers begin with student attitudes but change their perspectives to teacher oriented values prior to completing education courses. These changes lead to the failure of well-prepared learning materials. Positive treatment of individual students is crucial to the learning process, and curriculum specialists, administrators, and teachers should plan together to encourage this type of teacher/student relationship. Eighteen tables are included. (JHP)

ED 287 758 SO 018 325
Dror, Yuval
The Usage of an Improved Systematic "Analysis Scheme" for Curricula, Which Includes an Historical, Ideological and Social Analysis.
Pub Date—Apr 87
Note—9p.; Paper presented at the Annual Conference of American Educational Research Association (Washington, DC, April 20-24, 1987). In: The Formation of 'Kibbutz Studies' Curricula in the Kibbutz Movement: Ideological, Social and Educational Analysis. Jerusalem, Hebrew University, 1984.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Course Content, *Curriculum Design, *Curriculum Development, Curriculum Evaluation, Curriculum Study Centers, Educational Philosophy, Foreign Countries, Secondary Education, Social Studies, *Values Education
Identifiers—*Israel, *Kibbutzim
Serious attention should be paid to analysis of the ideological, social, and educational factors that influence Israel's secondary school curriculum. The values of the kibbutz and its educational system are not included in existing school courses and should be integrated into the social studies curriculum. More than 400 curricula, used in schools which have been involved in the three main Israel kibbutz movements, were analyzed. As a result, a curriculum for kibbutz studies was designed which included the themes of: (1) the kibbutz as part of Zionist constructivism; (2) the kibbutz as a socialistic unit; (3) the kibbutz as a way of life; and (4) the measurement of ideological balance. The curriculum was designed to present a comprehensive analysis of ideological, social, and educational factors, to meet kibbutz students' needs, and to permit ongoing revision. Courses were developed by a national curriculum design committee, and both local and regional training courses and workshops were held. Student teachers were trained in the program's implementation at the Haifa University School of Education. A special committee designed course materials on the subject and values of the kibbutz which could be taught in non-kibbutz schools. (JHP)

ED 287 759 SO 018 340
DeAngelis, Joseph B., Ed.
Art Education and Art History: Collected Papers. Pennsylvania's Symposium II (Carlisle, Pennsylvania, November 7-9, 1986).
Pennsylvania State Dept. of Education, Harrisburg. Div. of Arts and Sciences.
Pub Date—Apr 87
Note—228p.; Papers presented at the Pennsylvania Symposium II on Art Education. For Symposium I, see ED 277 632.
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Art Education, *Art History, Cultural Influences, Elementary Secondary Education, Instruction, Instructional Development, *Instructional Effectiveness, *Instructional Improvement, *Instructional Innovation, Museums
A symposium, held at King's Gap Environmental Education Center, focused on art education and art history and provided an opportunity for scholars and leaders in art education to discuss and react to current problems and future directions. All 21 participants prepared and presented papers in the general area of art history. Danielle Rice, Director of the Philadelphia Museum of Art's Education Division, presented one of two keynote speeches. Entitled "The Uses and Abuses of Art History," the paper surveys the history of the field in order to suggest that the discipline of art history is an artificial construct that is constantly being revised. The second keynote speech, "The Other Side of History: An Examination of Art Education in Our Schools," given by Elaine Weinstone, a representative of Educational Testing Services, claimed that little is done to advance the arts as an essential component of a complete education and stressed that the first step toward the development of an art history program is to acknowledge that cultural history is the equal of political and economic history as an explanation of events. Other participants discussed topics in the areas of: (1) teaching and learning art in museums; (2) cultural influences on both artists and students; and (3) art history instruction in elementary and secondary schools. A list of participants and the symposium schedule is included. (JHP)

ED 287 760 SO 018 345
Melville, Keith, Ed.
The Farm Crisis: Who's in Trouble, How To Respond. National Issues Forum Series.
Domestic Policy Association, Dayton, OH.; Public Agenda Foundation, New York, NY.
Pub Date—86
Note—47p.; For related documents, see SO 018 346-347.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Agricultural Production, *Agriculture, Economics, *Farmers, *Federal Aid, *Federal Programs, Instructional Materials, Land Use, Secondary Education, United States Government (Course), United States History
Identifiers—National Issues Forum
Farming and food related businesses generate one out of five jobs in the private economy and account for about 20 percent of the gross national product. These instructional materials, designed for use in secondary schools, encourage students to explore the significance of farming to the U.S. economy and the major problems confronting U.S. agriculture. Problems in the agricultural sector create a ripple effect with three nonagricultural jobs lost for every agricultural job lost. The nation's farm problem is the result of human politics and economics. They are rooted in the 1930s and are based on the notion that all farms are alike and that government benefits flow equally to all farms. Large farms represent less than five percent of all farm operations, but they produce almost half of the national farm product. Almost 30 percent of all farm subsidies go to the largest one percent of all producers. A small percentage of the nation's farmers get the bulk of government cash supports. The fact that a large population can be fed through the efforts of a smaller fraction of the labor force is vivid testimony to the accomplishments of farm technology. If the solutions proposed in the 1930s are no longer appropriate to the 1980s, there is as yet no consensus about what the current direction and policy toward farming should be. (SM)

ED 287 761 SO 018 346
Melville, Keith, Ed.
Immigration: What We Promised, Where To Draw the Line. National Issues Forum Series.
Domestic Policy Association, Dayton, OH.; Public Agenda Foundation, New York, NY.
Pub Date—86
Note—47p.; For related documents, see SO 018 345-347.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Acculturation, Cultural Pluralism, *Immigrants, Instructional Materials, *Migrants, *Migration, *Refugees, Secondary Education, *Social Studies, Undocumented Immigrants, United States Government (Course), United States History
Identifiers—*Immigration and Nationality Act 1965, *Immigration Law, National Issues Forum
This booklet, designed for use by secondary social studies students and adult groups, describes three perspectives held by different groups on the immigration issue and examines the arguments for and against each of the arguments. The broadest and largest stream of immigrants since the 1920s has flowed into the United States since 1965. The perspective of the restrictionists is explored first. A chief concern of people holding this view is that newcomers may displace U.S. workers, depress wages, and contribute to poor working conditions. This is especially true of undocumented workers.

The second group views immigration as beneficial to the United States. Members of this group hold that fears about "overcrowding" are hardly persuasive. The United States has the lowest population density of any developed nation. Also, immigrants do not take jobs; they make jobs. Studies have found that immigrants provide economic benefits. The third viewpoint concerns whether or not the immigrants can be assimilated into the culture. The United States is the sum total of a vast number of national differences. Members of the third group ask whether pluralism is at odds with U.S. interest in maintaining a core of common values, symbols, and social commitments. They point out that about one-half of all the people now coming to the United States speak Spanish. The United States has never before tried to absorb so many newcomers speaking the same foreign language. Among people who share this view, the concern is that Hispanics may remain a culture outside U.S. mainstream culture. (SM)

ED 287 762 SO 018 347
Melville, Keith, Ed.
Crime: What We Fear, What Can Be Done. National Issues Forum Series.
Domestic Policy Association, Dayton, OH.; Public Agenda Foundation, New York, NY.
Pub Date—86
Note—43p.; For related documents, see SO 018 345-346.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Programs, Correctional Institutions, *Crime, *Crime Prevention, Criminal Law, Criminals, Criminology, Disadvantaged, Instructional Materials, Juvenile Gangs, Law Enforcement, *Law Related Education, Police, Secondary Education, Sentencing, Social Influences, Social Psychology, *Social Studies
This booklet, designed for use in secondary social studies classes and adult groups, explores the differing perspectives on the causes and prevention of violent crime. The problem, according to the first perspective, is that the sharp increase in crime is due to the absence of punishment. The most promising solution is to get tougher with all criminals, increase enforcement efforts, appoint tougher judges, impose longer jail sentences, and build more prisons. The second view of crime and punishment is that there needs to be an identification of the relatively small group of criminals who are high-rate offenders, and a recognition that in important ways they are not deterred by harsher prison sentences. Chronic offenders need to be taken off the streets. The third perspective proposes that it is necessary to look at the corrosive social and economic forces that lead to criminality and make a serious effort not just to contain crime, but to prevent it. Proponents of this position recognize that it is no small task to change the social and economic conditions which now provide a breeding ground for crime. As an immediate measure, alternatives to incarceration should be explored. If a society that is less dangerous, less fearful, and less torn by violence is to be built, the causes and prevention of crime must be considered. (SM)

ED 287 763 SO 018 348
Schoolland, Ken
Ijime: The Bullying of Japanese Youth.
Pub Date—86
Note—28p.
Journal Cit—International Education; v15 n2 p5-28 Spr 1986
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Aggression, Child Abuse, Corporal Punishment, *Discipline, Foreign Countries, Secondary Education, *Student Attitudes, *Student Behavior, Students, Suicide, *Teacher Attitudes, *Teacher Behavior, Violence
Identifiers—*Japan
"Ijime," which means the intimidation of the weakest people in a social group, has become prevalent in the Japanese educational system. Between April and October of 1985, 155,066 cases of bullying were reported in Japan's schools. The education council cites the rigorous discipline measures undertaken by teachers as the cause of rising violence by students. Reports of student deaths and abuse at the hands of teachers have been made. The young people of Japan are subjected to a system of strict regimentation in which school becomes all-consuming. Seventy-three percent of Japan's voters are dissatisfied with the current educational system. Former Prime Minister Nakasone instructed the Ministry of Education to initiate a sweeping investigation of the causes of violence and possible solutions. Some believe that fostering morality and patriotism in the schools can avert the crisis. The education council has said that the most important reform is to eliminate the uniformity and inflexibility which are thought to be at the root of these educational problems in Japan. Council members hope to accomplish this by respecting the dignity of individuals. The most promising effort at reform is to create legislation to protect the human rights of children. This view would recognize that young people have the right to be protected from the use of aggression and coercion. (SM)

ED 287 764 SO 018 353
West, Jerry
Public Participation in the Arts: Demand and Barriers.
Spons Agency—National Endowment for the Arts, Washington, D.C.
Pub Date—87
Note—88p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Art Activities, Art Appreciation, Arts Centers, *Attendance, Data Analysis, *Interest Research, Museums, *Participant Characteristics, Research Reports, Theater Arts
Initiated by the National Endowment for the Arts (NEA), this project analyzed the public's desire to attend performing arts events and art museums and also reviewed barriers to such attendance. Goals of the study were to identify the characteristics of persons who stated: (1) a desire to increase their attendance at arts events; and (2) different reasons for not increasing their attendance at such events. Data from the 1982 and 1985 Survey of Public Participation in the Arts were used to investigate these areas of interest. Findings indicated that there is a strong desire among U.S. adults to attend arts events and that this desire is related to both prior level of attendance at performing arts events and a variety of socio-economic characteristics. Other factors include: (1) interest in mass media; (2) involvement in art lessons; and (3) participation in other types of leisure and recreational activities. People who have a stronger desire to attend more arts activities tend to be younger, more educated, and more affluent than their nonparticipating counterparts. Time factors, cost, and nonavailability are most often named as barriers to increasing attendance. Future studies should focus on other activities which compete with arts for people's time and money. Tables are included. (JHP)

ED 287 765 SO 018 359
Citro, Constance F.
Craft-Artists in the United States: A Portrait.
Spons Agency—National Endowment for the Arts, Washington, D.C.
Pub Date—Mar 87
Note—263p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Art Activities, *Artists, Comparative Analysis, *Craft Workers, Creative Activities, Design Crafts, *Handicrafts, Leisure Time, Occupations, Profiles, Recreational Activities, Research Projects, Surveys
While interest in crafts has grown in recent years, relatively few persons earn all or part of their livelihood from craft production. A craft artist profile was constructed using the: (1) 1980 Survey of Members of Craft Organizations; (2) 1980 Survey of Subscribers; (3) 1980 Survey of Sellers and Exhibitors; (4) 1979 Ethnographic Studies of Folk-Artists; and (5) 1982 Survey of Public Participation in the Arts. Craft organization members have a different demographic and socioeconomic profile from the general adult population. Fifty-five percent work on a vocational basis, while 45 percent pursue crafts as leisure activities. Generally, craft-artists who subscribe to craft publications that are not published by craft membership organizations plan to take more craft training and desire to learn business skills. Profit-oriented craftsmen are concerned about their lack of craft knowledge, markets, and personal recognition. Leisure time concerns of craft-artists include pressures from non-craft obligations, lack of training, and material costs. In order to understand both folk and avant-garde craft-artists, their work must be studied within the contexts of cultural heritage, time periods, and ethnic backgrounds. Figures are included. Appendices include the 1980 Survey of Members of Craft Organizations' questionnaire and selected quotations from vocational and leisure folk artists. (JHP)

ED 287 766 SO 018 371
Ketzer, Jan W.
Audiovisual Education in Primary Schools: A Curriculum Project in the Netherlands.
National Inst. for Curriculum Development (SLO), Enschede (Netherlands).
Pub Date—May 87
Note—33p.; The two photographs included in the document will not reproduce well.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiovisual Aids, *Audiovisual Communications, *Audiovisual Instruction, Communication Skills, Curriculum Development, Curriculum Enrichment, Early Childhood Education, *Educational Media, Educational Resources, Elementary Secondary Education, Foreign Countries, Instructional Materials, Nonverbal Communication, *Visual Aids, Visual Learning, Visual Literacy
Identifiers—*Netherlands
Audiovisual, or mass media education can play a significant role in children's social, emotional, cognitive, sensory, motor, and creative development. It includes all school activities which teach children to interact with The field includes all school activities which teach children to interact with visualize ideas. Students can be involved in designing slides, engaging in activities which require viewing and listening, discussing photographs, creating radio shows, discussing television programs, learning darkroom techniques, using audio tapes, comparing newspapers, and compiling photograph albums. Activities can focus either on a child's own creations or on those constructed by others. Three aspects of audiovisual education are design, expression, and communication. Objectives include: (1) gaining insight into the language of images and sound; (2) acquiring knowledge about how the mass media is used for communication; (3) learning to expressively use audiovisual media; and (4) acquiring the ability to use audiovisual methods and equipment. Suggested classroom activities for specific age groups are explained in the text and listed by age groups in three appendices. Appendix four illustrates how to analyze a photograph. (JHP)

ED 287 767 SO 018 373
Sigmon, Scott B.
Gender Object Identification Test.
Pub Date—82
Note—16p.; Photographs may not reproduce clearly.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Higher Education, Identification (Psychology), *Nonverbal Tests, *Sex Differences, *Sex Role, *Sex Stereotypes, *Sexual Identity
This test was designed primarily for the purpose of assisting social psychologists in researching sex roles and/or sex differences when a nonverbal instrument is desired. The hypothesis was that some objects would be easier for members of one gender to name. The subjects were 30 female and 20 male undergraduate students. Pictures of 65 commercial objects from mail order and showroom catalogs were utilized. The pictures were flashed onto a screen for 12 seconds; subjects were to write the object names on recording sheets. Through percentage item analysis certain objects were clearly found to be more easily identified by one sex. Pictures of objects associated with food and social beverage preparation were better identified by women while men were more familiar with the names of repair tools. From this analysis, two forms of the test were developed (male or female-appropriate), with 12 items each in a paper and pencil format, as a nonverbal instrument. Samples of the test are included. (SM)

ED 287 768 SO 018 374
Bearden, Phernando T.
A Content Analysis of the Reconstruction Period as Presented in Selected Junior High American History Textbooks.
Pub Date—Aug 86
Note—47p.; Educational Specialist Thesis, Delta State University.
Pub Type— Dissertations/Theses - Undetermined (040) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Content Analysis, Course Content, Junior High Schools, *Reconstruction Era, *Textbook Content, Textbook Research, *United States History
Identifiers—Project SPAN
In many classrooms, the textbook becomes the main source used to determine objectives, procedures, opinions, questions, thoughts, and other items used in teaching U.S. history. This study was done to determine how the Reconstruction Era was presented in a selected group of junior high school U.S. history textbooks. The books were classified according to the manner in which each book answers a common set of questions. Seven textbooks were analyzed on the basis of five questions designed to determine the quality of the presentation of the Reconstruction period. Data were analyzed by counting the number of lines devoted to 26 aspects of Reconstruction. Findings were: (1) textbooks tended to be similar and present similar material; (2) textbooks used a large number of illustrations; (3) textbooks were highly factual, offering few interpretations; (4) textbooks tended to be accurate in their presentation of facts; and (5) the selected texts tended to be void of descriptive adjectives, thus avoiding bias. This research supported the findings of Project SPAN which found textbooks to be accurate and fair in presenting minorities. (SM)

ED 287 769 SO 018 377
Voeth, Rita A.
Collaborative Problem Solving: A Strategy for Organizational Change.
Pub Date—Apr 87
Note—322p.; Ph.D. Dissertation, Walden University.
Available from—UMI
Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Reports - Evaluative (142)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Change, *Change Strategies, *Development, Foreign Countries, *Organizational Change, *Problem Solving
Identifiers—*Caribbean
The feasibility of collaborative problem solving as a strategy for change in a third world setting was the focus of this study. Two projects of the Caribbean Examinations Council (CXC) were assessed. Project I, undertaken during 1981-1983 by the Caribbean CXC, included a series of organization development interventions. The assessment suggested that while there had been several positive outcomes, there was overall dissatisfaction regarding future action. Consequently, Project II, which took the form of an action research pilot demonstration, was undertaken. The major focus was on the development of the skills and supports necessary for effective action implementation. The objective was to investigate whether paying attention to the skill and support elements would make a significant difference. The experiment involved two teams established to address specific problem areas identified by the organization. Major findings indicated that: (1) collaborative change strategies can work in the Commonwealth Caribbean; (2) Caribbean people want to participate; (3) paying attention to the development of participatory problem solving skills helps participants make more effective contributions; (4) top management support is critical to the successful implementation of change; and (5) support provided by an external consultant is important, but it cannot replace internal organizational support. Resistance can develop at any stage. If not effectively addressed, it could lead to abandonment of the change effort. Resistance, however, can be overcome or positively utilized if handled openly and honestly. (SM)

ED 287 770 SO 018 423
Charnofsky, Norene M., Comp.
Conflict Resolution Bibliography.
Pub Date—Feb 87
Note—8p.; Compiled for Beyond War Educators' Task Force.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Conflict Resolution, Curriculum Guides, Educational Strategies, Interpersonal Communication, Learning Activities, Problem Solving, Psychology, Resource Materials, Social Behavior, Social Control, *Social Studies, Sociology, Textbooks
Various theories and approaches to conflict resolution and peace education are presented in the 31 resources listed in this annotated bibliography. It is divided into two sections. Section 1 contains materials designed to help adults become more effective role models for the peaceful resolution of conflict. Topics include parent/child conflicts, negotiation, control, mediation, power, interpersonal relationships, and peace strategies. Section 2 describes resources useful in establishing a positive environment and teaching conflict resolution skills. Included are a variety of books, curriculum guides, and materials to help establish a school-based mediation program and to teach conflict resolution and peace education. (SM)

ED 287 771 SO 018 438
Finkelstein, Judy And Others
Patriotic Unit.
University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.
Pub Date—78
Note—25p.; For related documents, see ED 286 800 and ED 286 802-803.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Education, Childrens Games, *Citizenship Education, Civics, Creative Development, Dramatic Play, Early Childhood Education, Geography, Instructional Materials, Interdisciplinary Approach, Learning Activities, Music Education, News Media, Pantomime, *Patriotism, Political Socialization, Role Playing, *Social Studies, United States History
The young child learns patriotism through music, art, games, and dramatic activities. Concepts in history (names, dates, events) geography, and civics are introduced through specific activities. The media are used as a source of information. Art activities, listening to original stories, musical activities, pantomime, and role playing provide opportunities for creativity development. Methods for interrelating the various subjects are detailed. Cognitive goals include: (1) the name and location of the United States; (2) why the Revolutionary War was fought; (3) the purpose of the U.S. Constitution; (4) the names of the founding fathers; (5) how life during the colonial era has influenced life today; (6) general facts about the presidents; (7) how people choose the U.S. president; (8) the flag as symbol of the United States; (9) how the government issues money and stamps; and (10) the Fourth of July as the nation's birthday. A bibliography is appended. (SM)

ED 287 772 SO 018 442
King, David C.
Delay Persists in Social Studies Reform, But Signs Point to Headway Just Ahead.
Association for Supervision and Curriculum Development, Alexandria, Va.
Pub Date—Aug 87
Note—10p.
Available from—Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314.
Journal Cit—Curriculum Update; Aug 1987
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Citizenship Education, Core Curriculum, *Curriculum Development, Elementary Secondary Education, Geography, Global Approach, History, Problem Solving, *Social Studies
There are two currents of social studies reform. One involves the search for an appropriate social studies core and is spearheaded by state governments and scholarly organizations. The second reform movement flows toward a social studies curriculum based on urgent domestic issues and the realities of global interdependence. The cross-purposes of these two reform currents seem to contribute to the continuing confusion about what should be taught, how, and for what reason. A revised social studies core that stresses preparation for citizenship through history, civics, and geography has emerged from the push for a revised core curriculum. On the other hand, the issues-oriented reform movement has tended toward a balkanization of the social studies program, with thousands of minicourses and study units being developed. From the many proposed curriculum reforms, common themes have emerged, including: (1) a clear commitment to democratic values; (2) knowledge of local and national heritage; (3) understanding the form and function of government and the economy; (4) a need to engage in more active civic participation; (5) a strong emphasis on active learning; and (6) an appreciation of other cultures and value systems. These broad areas of consensus lead to a cautious optimism that social studies reform will come of age. (SM)

ED 287 773 SO 018 451
Dynneson, Thomas L. Gross, Richard E.
The Citizenship Development Framework: A Six Stage Socio/Cultural Theory.
Pub Date—18 Jun 87
Note—27p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Citizenship, *Citizenship Education, *Cultural Influences, *Individual Development, Political Socialization, *Social Influences, Socialization, Social Science Research
In order to understand the mechanisms of citizenship in the United States, people are required to study the interactions of ideology, education, and cultural pluralism as they are manifested in educational programs and in the processes of child development. The Citizenship Development Framework (CDF), a product of the Citizenship Development Study Project, was designed as a research theory that can serve as a guide for planning scientific inquiry into the socio/cultural influences that contribute to the development of an individual's citizenship behaviors. According to this theory, there are six stages of citizenship development in which social relationships contribute to the formation of the individual's perspective of his overall relationship with community and society. The six stages of development are: (1) birth to 3 years–infant dependency and maternal shaping; (2) 4 to 5 years–family citizenship and expanding kinship influences; (3) 5 to 9 years–the initiation of nonbiological dependencies; (4) 10 to 12 years–the development of social categories and group membership behaviors; (5) 13 to 15 years–horizontal social relationships within and between groups; (6) 16 years to adulthood–a search for accommodation and adult identity. Each of the stages is examined from the perspectives of: (1) primary characteristics; (2) critical relationships; (3) the nature of citizenship formation; (4) the extent of influence; (5) citizenship development; and (6) investigatory questions. (SM)

ED 287 774 SO 018 461
Kennedy, Judith G. And Others
Who Are America's Heroes and Heroines? C&I [Curriculum and Instruction] 350 Elementary Social Studies Resource Unit.
Pub Date—11 Aug 87
Note—27p.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Skills, Elementary Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Library Skills, Mathematics Skills, Middle Schools, *Research Skills, *Social Studies, *United States History, Units of Study
Identifiers—*Heroes, *Heroines
This unit involves students in researching information about history's heroes and heroines. Emphasized are library, mathematics, artistic, communication, and decision-making skills. To introduce the unit, students participate in a brainstorming session to develop a list of heroes and heroines and a set of criteria to determine why people are considered heroes and heroines. Each student then chooses a person from the list on whom to write a research report and presents the report to the class. The students create a time-line for the heroes and heroines and a "Walk-of-Fame." One activity emphasizes the place of women in U.S. history. Other activities include showing movies of heroic people and deeds, inviting local heroes to class, simulating an interview, and rewriting the speeches of heroes. A bibliography is included. (SM)

ED 287 775 SO 018 483
The Education of the Children of Migrant Workers.
EURYDICE Central Unit, Brussels (Belgium).
Pub Date—May 87
Note—10p.
Journal Cit—Eurydice News–Dossier; n3 May 1987
Pub Type— Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, Educational Planning, Educational Policy, Foreign Countries,

*Migrant Children, *Migrant Education, Migrants, *Multicultural Education
Identifiers—European Communities Commission, European Community
There are some four million children of immigrants in nursery, primary, secondary, and vocational schools in the European Community. In particular the children of migrant workers experience significant educational difficulties. They often face an unfamiliar educational system and are handicapped by a lack of knowledge of the host country's language. As a result of inadequate schooling, they are disproportionally represented in the number of unemployed persons who are 16 to 25 years old. Proposals to improve the schooling of migrant children include: (1) increasing their knowledge of the language and culture of the host country; (2) expanding their knowledge of the language and culture of their country of origin; (3) intercultural education; (4) educational reintegration; (5) development of teaching materials; and (6) teacher training. An evaluation of the programs reveals that crash courses in languages followed by staged integration with native pupils is preferred to teaching only the language of origin or the host language. Teaching the mother tongue actually was a disadvantage to the migrant students in normal schooling because they missed regular classes to concentrate on their native language. Involvement of immigrant parents in their children's education was seen as a priority goal. The most successful pilot projects were found to be those that used intercultural courses that involved all the children in a class. The report concludes that school life should, ideally, offer equal opportunities and become the model for a pluralistic society open to evolutionary change. (SM)

ED 287 776 SO 018 492
Scholnick, Ellin Kofsky And Others
Changing Predictors of Map Use in Wayfinding.
Pub Date—Apr 87
Note—29p.; Paper presented at the Biennial Meeting of the Society of Research in Child Development (Baltimore, MD, April, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Early Childhood Education, Encoding (Psychology), Geography, Learning Processes, *Locational Skills (Social Studies), *Map Skills, Memory, Recall (Psychology), *Social Studies, Spatial Ability
Using a map for guiding travel requires: (1) skills in encoding information from a terrain and a map; (2) finding a match between the two; and (3) maintaining the match despite directional shifts from turns on a route. In order to test this analysis, 94 children between the ages of 4 and 6 used maps to locate the route to a goal through a network of paths with blind alleys. Two tasks were used as predictors of skill in map use. Laurendeau and Pinard's test of the localization of topological positions (LOTOP) supplied measures of memory encoding, correspondence, and rotation. The child copied an examiner's placements on a board when the boards were aligned or one was rotated 180 degrees. Placements were near landmarks or in an open field. The landmarks were then removed and the child had to recall their location (encoding). On the mental rotation test (MR), the child chose a rotated letter-like form to match a standard. Younger children's map errors were predicted by mental rotation skill (MR and LOTOP rotated board scores) and landmark placements. Older children's map errors were predicted by recall of landmark positions (memory encoding). (SM)

ED 287 777 SO 018 496
Mockovak, William P.
A New Approach for Teaching and Evaluating Map-Reading Skills.
Pub Date—87
Note—31p.; Paper presented at the Annual Conference for Applied Geography (10th, Knoxville, TN, June 1987).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Geographic Location, Geography, Job Training, *Locational Skills (Social Studies), *Map Skills, *Place of Residence, Skill Development, *Training Methods
Identifiers—Bureau of the Census, Census Takers
The project described in this paper was developed by the Census Bureau to train census enumerators. The approach called "geographic gameboard," consists of three components: (1) an imaginary, graphically depicted community (Abbotsville, Oklahoma); (2) a census map that corresponds to the census geography of Abbotsville; and (3) blank pages for listing addresses. Abbotsville is an imaginary rural community that was purposely created to reflect a wide range of living arrangements and geographic features. Employees learn to perform their job and use census maps by canvassing and listing the mailing addresses of residences in Abbotsville. As they do this, they correct and update census geography shown on an accompanying map of Abbotsville. An important feature of the learning experience requires the enumerators to go into the field and apply what they have learned. The training program's effectiveness was evaluated by a test and a comparison was made of addresses listed by the enumerator with an "advance" listing. The high average scores obtained on the test indicate that the "gameboard" training approach was very effective in teaching important procedural knowledge. Reports from people who observed the training indicated that it achieved its goal of keeping the trainees actively involved in the learning process. The test that was administered to measure the outcome of the training program and the test results are appended. (SM)

ED 287 778 SO 018 498
Molanphy, Helen M.
Classical Influence on the Founding of the American Republic.
Pub Date—21 Nov 86
Note—13p.; Paper presented at the National Conference of the Community College Humanities Association (San Francisco, CA, November 21, 1986).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ancient History, Civics, *Constitutional History, Federal Government, Governmental Structure, Higher Education, *Humanities, *Social Studies, United States Government (Course), *United States History
Identifiers—Classics, *Greece (Ancient), *Roman Republic
The founding fathers of the United States were products of a classical education, and they used the Greek and Roman classics as republican models and classical virtues. In their writings, the founders frequently associated liberty and republicanism with the ancient commonwealths. John Adams spoke on three separate occasions of the need to reflect on the past republics of Greece and Rome. The founding fathers used many ideas from the third century (B.C.) Roman Republic in the formation of the U.S. republican government. In the Federalist Papers, Madison redefined a republic as a government based on popular sovereignty, with government authority directly or indirectly residing with the people, and administered by elected representatives holding their office for a limited period or during good behavior. The founders also wanted to avoid the problems that these ancient governments encountered. They believed that, with the addition of separation of powers, checks and balances, an independent judiciary, and representative legislatures, the republican model could be adapted for the new nation. Hamilton used the example of divided sovereignty in the Roman Republic as an argument for the workability of a federal system. Opponents criticized the use of classical models during the battle for ratification. Nonetheless, the founders were strongly influenced by their study of the classical republics and built the new government on their foundations. (SM)

ED 287 779 SO 018 507
Art Teaching Guides: Painting. Kindergarten-Grade 6. Curriculum Bulletin. No. 8 g. 1968-69 Series.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Pub Date—80
Note—28p.; For related documents, see ED 034 790-795.
Available from—New York City Board of Education, Div. of Curriculum and Instruction, 131 Livingston St. Room 613, Brooklyn, NY 11201 ($1.50).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Art Activities, *Art Education, Curriculum Guides, Elementary Education, Instructional Materials, Kindergarten, *Painting (Visual Arts), *Visual Arts
Growth in painting ability is dependent on frequent painting experiences, on thoughtful motivation, and on proper guidance and evaluation of progress. This guide includes materials and equipment, motivation, guidance procedures, activities, and evaluation for each grade level. A working space with materials and equipment in the classroom needs to be organized for quiet and efficient use. The work space should be arranged so that children can work independently. For the initial painting experiences in kindergarten, it is necessary to use only four colors–red, blue, green, and violet. Children in the first grade may progress from water painting and one-color painting to using the entire range of colors. By the second grade, children should be using colors with greater sensitivity. In grades three and four, children begin to learn some fundamentals about the use of color and organization of design. Children at this level will also begin to include story content in their paintings. By the fifth grade, the children can use contrasts of light and dark, of color, of pattern, and of texture to make important parts of the picture clearer. The children continue to paint subject matter pictures, using imaginative, fantastic, or realistic subjects. In grade six, children plan their pictures and observe people, places, and situations to gain additional visual information for use in planning and expressing their ideas of a familiar scene. (SM)

ED 287 780 SO 018 513
Hochman, Shirley
Art for the Middle School. Curriculum Bulletin, 1977-78 Series, No. 3.
New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
Report No.—ISBN-88315-430-7 CURR-00-0500-30
Pub Date—77
Note—119p.; Photographs will not reproduce well.
Available from—New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($8.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Art Education, *Creative Art, Curriculum Guides, Film Production, Freehand Drawing, Graphic Arts, Intermediate Grades, Junior High Schools, Learning Activities, Learning Experience, *Middle Schools, Painting (Visual Arts), Photography, Printing, Puppetry
The elements and principles of design are taught through art experiences which are built upon pupil interest. A range of suggested activities makes it possible for teachers to plan lessons that meet the needs of each student. Each chapter includes activities appropriate for varying student ability levels. The focus of activities in grades five and six clusters about the child's home, family, friends, school, work, and play. Art activities in grades seven and eight emphasize the urban scene. Pupil response is an essential ingredient in every art lesson with open-ended activities directed toward this goal. Each of the 10 chapters in the guide presents a different art medium, including: (1) drawing and painting; (2) weaving, stitchery, and collages; (3) constructing from paper, clay, wood, and plastic; (4) stenciling and screen printing; (5) lettering, poster-making, and advertising; (6) making puppets; (7) photographing; (8) filmmaking; and (9) designing costumes. Chapter 10 explores the relationship between the arts, and chapter 11 introduces the aesthetic use of space in the environment (i.e., architecture and city design). Chapter 12 provides self-directed activities for advanced students. The illustrations include many photographs. A bibliography is appended. (SM)

ED 287 781 SO 018 518
Peters, Richard
Modeling To Enhance Critical Thinking and Decision Making Skills Development in the Instructional Process: The Social Studies.
Pub Date—87
Note—26p.; This paper is a compilation of presentations made by the author (founder of the "Thought and Action Network") during 1987 at various national/international conferences on critical thinking and decision making.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Citizenship Education, *Cognitive Processes, Convergent Thinking, Creative Teaching, *Critical Thinking, *Decision Making, Discovery Learning, Elementary Secondary Education, Evaluative Thinking, Inferences, Inquiry, Interdisciplinary Approach, Learning Activities, Logical Thinking, Role Playing, Simulation, Social Studies, *Teaching Methods
Students must be actively involved in the process of learning for it to have personal meaning and importance in their lives. Teachers must also become critical thinkers, creative individuals, and decision makers in order to create more challenging learning environments. Teachers need to blend structure and spontaneity into meaningful learning experiences and incorporate these experiences into instructional strategies and curricula. The Proactive Action Model (PAM) strategy is one way to blend structure and spontaneity into meaningful learning experiences. The PAM strategy is an inquiry based learning model in which students: (1) identify a conflict/issue/ problem; (2) research data and generate an hypothesis; (3) conduct an empirical study, collect data, and arrive at a conclusion; and (4) design a resolution strategy. Other activities to enhance student abilities and competence in critical thinking and decision making are: (1) designing and constructing table-top dioramas, maps, and visual aids; (2) developing research papers; (3) role playing; (4) developing and presenting oral reports; (5) debating; (6) video recording community studies; (7) interviewing; and (8) researching primary and secondary source materials. This paper also includes a description of the inservice program developed by the Thought/Action Network. A bibliography is appended. (SM)

ED 287 782 SO 018 530
Social Studies, Course of Study: K-12.
Fulton County Schools, Wauseon, OH.
Pub Date—26 Aug 85
Note—130p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Consumer Education, Course Objectives, Curriculum Guides, *Economics, Elementary Secondary Education, Psychology, Public Education, Religion, *Social Sciences, *Social Studies, Sociology, *United States Government (Course), *United States History, *World Geography, *World History
This guide was developed around subject matter objectives designed to implement the program goals of: (1) acquiring knowledge and understanding based on concepts, generalizations, facts, and vocabulary derived from the social sciences; (2) acquiring intellectual skills and abilities; (3) clarifying values and beliefs; and (4) participating in activities individually and in groups. The content for the elementary grades (K-6) is organized according to the concepts and generalizations derived from the social sciences. Subjects for grades seven and eight are Ohio history, world geography, and U.S. history. High school courses are: (1) U.S. government; (2) U.S. history; (3) consumer education; (4) economics; (5) human behavior; (6) public education; (7) sociology; (8) world geography; (9) world history; and (10) world religions. The world religions course introduces the major religions of the world and describes the ways each influences a country and people that adhere to its beliefs. The world history course is designed to provide an understanding of the world's major cultures. The consumer education course introduces skills and abilities to help students make economic decisions. The public education course increases student awareness of education in relation to society. (SM)

ED 287 783 SO 018 538
Secondary Social Studies: Arkansas Public School Course Content Guide.
Arkansas State Dept. of Education, Little Rock.
Pub Date—84
Note—57p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Area Studies, *Course Content, Economics, Global Approach, Junior High Schools, Modern History, Multicultural Education, Public Schools, Secondary Education, *Social Studies, State Curriculum Guides, United States Government (Course), United States History, World Geography, World History, World Problems
Identifiers—*Arkansas, Global Studies
This guide is offered as a framework on which a comprehensive curriculum can be built. Within each subject area and grade level, skills have been identified at three instructional levels: basic, developmental, and extension. The study of political and economic systems, citizenship rights and responsibilities, and the foundations of the U.S. political system form the core of the civics and government course. United States history after 1865 is taught in grades 9 to 11. A contemporary history course emphasizes the years from World War II to the present. Economic decision making, economic systems, the market system, business cycles, and monetary and fiscal policies undergird the economics course. The global studies program stresses the commonalities, rather than the differences of people around the globe. The world cultures course provides an in-depth analysis of selected cultures from both the western and non-western countries. Five fundamental themes of location, place, interrelationships, movement, and regions provide the structure for the world geography course. The concepts of historical interpretation, cause and effect, time perspective, geographical perspective, and human experience structure the world history course. (SM)

ED 287 784 SO 018 542
Daly, Cindy L.
Integrating Social Studies and Folk Music: Resource Guide 3.
New York State Education Dept., Albany.
Pub Date—87
Note—73p.; One of eight guides in the Arts and Learning Series. Originally developed through the Arts in Education Program, Middle Country Central School District, Centereach, NY. This project was made possible by the cooperative support of the New York Council for the Arts, the New York Foundation for the Arts, and the New York State Education Department.
Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Curriculum Guides, Elementary Secondary Education, *Folk Culture, Instructional Materials, *Interdisciplinary Approach, Learning Activities, Music Activities, *Music Education, *Social Studies, Songs
Identifiers—Folk Music
This guide provides information and learning experiences for exploring United States history through the medium of U.S. folk music. An alternative method of teaching social studies through relating concepts from social studies and folk music is introduced. A variety of learning activities and materials illustrate the concepts and content areas. The social studies concepts included are: (1) change; (2) citizenship; (3) culture; (4) empathy; (5) environment; (6) identity; (7) interdependence; (8) nation-state; (9) scarcity; and (10) technology. Folk music is: (1) representative of a group and leads to a feeling of group ownership; (2) functional; (3) prone to change; (4) orally transmitted from one generation to another; and (5) simple in melody and harmony. While primarily designed for the classroom teacher, the guide is also a valuable resource for music specialists and folk musicians/artists. Appendices include illustrations of folk music instruments, guidelines for locating and hiring an artist, and unit vocabulary lists. A resource section includes an alphabetical listing of songs, a media listing, and a bibliography. (SM)

ED 287 785 SO 018 543
Shane, Mathew Stallings, David
The World Debt Crisis and Its Resolution. Foreign Agricultural Economic Report No. 231.
Department of Agriculture, Washington, D.C.
Pub Date—Aug 87
Note—47p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (FAER-231). National Technical Information Service, Springfield, VA 22161 (microfiche copies, $6,00 each plus $3.00 per order for processing).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Credit (Finance), Developed Nations, Developing Nations, Economics, Exports, International Cooperation, International Relations, *International Trade, Loan Repayment, Primary Sources, *Social Studies
Identifiers—Africa, Asia, *Debt, International Debt, Latin America
The conclusion of this study of 79 developing countries was that forgiving some of the indebtedness of developing countries may stimulate mutually beneficial trade among all nations. the international debt-repayment problems of Poland in 1981 and was followed by problems in Mexico, Brazil, and Argentina in 1982. This crisis has proven to be a more serious threat to the world economy than had been anticipated and has resulted in an intractable constraint on international trade and development. In coping with repayment difficulties, developing countries reduced domestic expenditures, thereby reducing investment in industries that could have produced export merchandise. Developing countries also reduced imports, thus diminishing export markets for developed countries. This situation caused incomes in developed countries to stagnate, further depressing demand for imported goods and services of developing countries. Thus, the world marketplace shrank. United States agriculture has been particularly hurt by the debt crisis. The rescheduling of payments only superficially improved the situation. Developed countries and their lending institutions may find that the benefits of forgiving some portion of the debts outweigh the costs that will result. Charts and graphs are included to illustrate world trade and world debt. Appendixes include charts categorizing countries according to income and debt. (SM)

ED 287 786 SO 018 545
Coatney, Louis R.
German Eagle vs. Russian Bear: A World War II Russian Front Boardgame Kit.
Pub Date—87
Note—37p.; Game includes rules folder, map in two parts, 3 sheets of game pieces, chart.
Available from—Coatech, Inc., 9706 Trappers Lane, Juneau, AK 99801.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Decision Making Skills, *Educational Games, *European History, Experiential Learning, Foreign Countries, Grade 8, *Instructional Materials, Junior High Schools, Problem Solving, Secondary Education, *Simulation, *War, World History, World Problems
Identifiers—*Germany, *USSR, World War II
This board game encourages junior and senior high school student analysis of the German campaign against the USSR and gauges student decision-making skills. The World War II Russo-German Front is simulated in a standard board game format. A key element of the game is its analysis and results form. Using this form compels students to analyze and understand the historical situations and their own decision-making reactions to the situations. Five hexagonal zones from Moscow to Warsaw are used with each complete turn to depict one month of real time. Campaign scenarios can be chosen from the years 1941, 1942, 1943, and 1944 battle campaigns. The average length of the 1941-42 tournament game is 1.5 hours of real time. Variables include geopolitical objectives; Soviet military production centers and their evacuation; movement and combat characteristics of opposing ground forces; major geographical features; weather; supply lend-lease and Soviet partisans. Dispersal and fortification mechanics model the campaign's strategic momentum and inertia. Air and naval forces are only indirectly represented. Strategic variations enable an early Axis campaign start. An example of how to play the game is included along with a bibliography and a historical commentary. (SM)

ED 287 787 SO 018 546
The Constitution's Children: A Collection of Essays by Schoolchildren to Commemorate the Bicentennial of the U.S. Constitution, 1787-1987.
Department of Education, Washington, DC.
Report No.—IS-87-118
Pub Date—17 Sep 87
Note—204p.; Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Civil Liberties, Civil Rights, Elementary Education, *Social Studies, Student Projects, Student Publications, Writing (Composition), Writing Skills
Identifiers—*Bicentennial, Commemorative Publications, *United States Constitution

The purpose of this nationwide writing project is to encourage the teaching of rights and responsibilities under the United States Constitution to elementary school students. The project also provides an opportunity to improve writing skills. The book includes 150 essays chosen from 1,350 finalists. Every school in the nation was invited to join in the competition. Essays were judged for understanding of topic, clarity of expression, unity of ideas, originality, and proper style and mechanics. In their essays, the children envisioned the Constitution in diverse ways. For some, it was like an oak tree; for others, it was a golden thread, an open door, or a firm foundation. Children who belonged to groups that have sometimes been mistreated and disenfranchised saluted the Constitution for protecting them from the misfortunes that befell their ancestors. A listing of the finalists by state is included. (SM)

ED 287 788 SO 018 547
Social Studies Program 1. 1987 Updated Edition.
New York State Education Dept., Albany. Bureau of Curriculum Development.
Pub Date—87
Note—157p.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Cognitive Development, Concept Formation, Course Content, Curriculum Guides, Elementary Education, Grade 1, Interdisciplinary Approach, Learning Activities, Literature, Multicultural Education, Primary Education, Resource Materials, *Social Studies, Student Evaluation

The goals for this social studies curriculum are the development of essential concepts, skills, and content that have been identified for the social studies program. The curriculum was designed to meet student needs and interests, to reflect increasing knowledge about child development and learning, and to give attention to the learning environment as well as the course content. It also attempts to educate for multicultural understanding and cooperation in an increasingly interdependent world. Key concepts are: (1) change, (2) citizenship, (3) culture, (4) empathy, (5) environment, (6) identity, (7) interdependence, (8) nation-state, (9) scarcity, and (10) technology. Content understanding, learning activities, skill development, evaluation, and resources are given for each of the ten concepts. Strategies for linking children's literature with social studies are presented. Examples of participation projects and guidelines for development are provided and teachers are encouraged to participate with students to plan K-6 classroom projects. General content understandings are given for each of the K-6 grade levels. (SM)

ED 287 789 SO 018 556
Humane Education: Resource Guide. A Guide for Elementary School Teachers.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Report No.—Curric-00-8080-20; ISBN-88315-632-6
Pub Date—85
Note—94p.
Available from—New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($6.00).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Animal Behavior, *Animals, Curriculum Guides, Elementary Education, Environmental Education, Instructional Materials, Learning Activities, Responsibility, *Social Studies, Values
Identifiers—*Humane Education

Humane education promotes responsible behavior and improves the quality of life for animals and humans. Teaching the humane treatment of animals is a complex, philosophical, and values-oriented subject. Lessons for each grade level have performance objectives, materials, and activities. Student activity sheets are provided for follow-up activities. The lessons for kindergarten emphasize becoming a responsible pet owner by providing for the pet's basic needs. First graders learn to take responsibility for pets at home and identify animals that do not make good pets. Second graders are engaged in caring for a pet in the classroom. They also identify the products that farm animals contribute to society. Third graders recognize that human interference in the natural environment can cause harm to animal life, and they differentiate between proper and improper treatment of animals which entertain and provide recreation. Fourth graders learn about pet overpopulation and why there are laws to protect animals and people. Activities for fifth graders emphasize the food chain, and the natural environment of animals. Sixth graders discuss animal rights, the ocean's life patterns, and maintenance of a healthy environment. Lists of resource materials are appended, including organizations and books for teachers and children; topics and objectives for each grade level are keyed to pages in the guide. (SM)

ED 287 790 SO 018 557
Keller, Clair W., Ed. Schillings, Denny L., Ed.
Teaching about the Constitution. NCSS Bulletin No. 80.
National Council for the Social Studies, Washington, D.C.
Report No.—ISBN-0-87986-055-3
Pub Date—87
Note—130p.
Pub Type— Collected Works - General (020) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Constitutional History, Constitutional Law, Instructional Materials, Learning Activities, Secondary Education, *Social Studies, *United States Government (Course), United States History
Identifiers—Bicentennial, Brown v Board of Education, Equal Rights Amendment, Gitlow v New York, Marbury v Madison, McCulloch v Maryland, Thirteenth Amendment, *United States Constitution, United States v Nixon

This book provides a historical perspective on the changing nature of the United States Constitution and the society it has shaped. Part I focuses on the eighteenth century with chapters on the origins, writing, and ratification of the Constitution. Activities are designed to help students think about the difficulties associated with the creation of the U.S. Constitution; to teach students to distinguish between Federalist and Anti-federalist principles; to give special attention to the treatment of slavery in the Constitution; and to explore the position of women in U.S. politics. Part II (a focus on the nineteenth century) concerns interpreting and amending the Constitution. Activities in this section explore the Supreme Court decisions of "Marbury v. Madison," and "McCulloch v. Maryland," implied powers, and the Thirteenth Amendment. Part III highlights the evolution of the U.S. Constitution in the twentieth century. Supreme Court decisions are used to illustrate freedom of speech ("Gitlow v. New York"); equality of opportunity ("Brown v. Board of Education"); and executive privilege ("United States v. Nixon"). The process of amending the Constitution is illustrated through tracing the Equal Rights Amendment through the amendment process. Part IV consists of a 25-page annotated bibliography. (SM)

ED 287 791 SO 018 559
Scott, Kathryn Oliner, Pearl
Prosocial Education and the "Feminine" Voice.
Pub Date—24 Apr 87
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 24, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affective Behavior, Affective Objectives, Beliefs, Citizenship Education, Cooperation, Elementary Secondary Education, *Humanistic Education, Human Relations, *Prosocial Behavior, Sex Differences, Values

Prosocial education consists of school experiences designed to promote prosocial behavior. This paper demonstrates that: (1) there is an absence of prosocial behaviors in educational goals; (2) educational tradition venerates rationality and objectivity associated with "masculine" thinking and denigrates emotionality and relatedness associated with "feminine" thinking; (3) prosocial behaviors are the foundation of social responsibility; and (4) there is a need for prosocial concerns in educational practice. An examination of stated educational objectives, the "hidden curriculum," textbooks, and moral education reveals the omission of prosocial objectives in education. Historically, education has emphasized modes of thinking that are linked with the "masculine" ideal. Resistance to incorporating modes of thinking associated with the "feminine" ideals of care, compassion, and connection still exists. These behaviors have applicability in the public domain. The nation needs citizens who can act unselfishly from a worldwide perspective and who are committed to others in caring communities. For effective prosocial action to occur, students must develop higher level thinking abilities. Schools should provide models of prosocial behavior and provide student opportunities for prosocial action to help develop the necessary emotions and skills. Prosociality expands the notion of what citizenship can be. (SM)

ED 287 792 SO 018 567
Patrick, John J.
The Lasting Powers of the United States Constitution: Responsibilities of Today's Citizens.
Social Studies Development Center, Bloomington, Ind.
Pub Date—22 Oct 87
Note—15p.; Paper presented at the Annual Conference of the Virginia Council for the Social Studies Educators (23rd, Williamsburg, VA, October 22, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, Civil Liberties, Constitutional History, Democratic Values, Political Attitudes, Political Socialization, Secondary Education, *Social Studies, United States Government (Course)
Identifiers—United States Constitution

To preserve and protect the civic values and principles of the Constitution, educators must develop in students a deeper understanding of and a commitment to these values. To do this, educators should confront students with cases in history and current events involving fundamental paradoxes of U.S. constitutional government. Students should be taught to seek a balance among contending ideas. As students mature, they need greater opportunities to analyze and apply constitutional issues. They need to know the civic values and constitutional issues that flow from the interactions of power and liberty. This knowledge is a prerequisite to coping effectively with perennial constitutional issues. Students also need to understand the concept of majority rule with minority rights. As citizens, they must decide at what point and under what circumstances rule by the majority begins to violate the legitimate rights of minorities. Another consideration is when and how advancement of minority rights violates or undermines the will of the majority. A primary responsibility of citizenship under the United States Constitution is an ongoing resolution of issues about how to blend and balance the competing claims of majority rule and minority rights. The U.S. experiment in free government requires the citizenry to know the basic principles and values of the Constitution and to think critically about them. (SM)

ED 287 793 SO 018 586
Galloway, Margaret E.
American Indian Women in Literature: Stereotypical Characterizations of Insufficient Self-Determination.
Pub Date—7 May 87
Note—15p.; Paper presented at the Annual American Indian Conference (10th, Mankato, MN, May 7, 1987).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Literature, *American Indians, *Ethnic Stereotypes, *Females, Literature, Multicultural Education, *Sex Stereotypes, Womens Studies
Identifiers—*Women in Literature

A review of the literature reveals that American Indian women are stereotyped into two roles–Indian princess or Indian squaw. Indian women who reject their culture are considered to be princesses by the dominant culture. Those who remain with their culture are considered to be squaws by the dominant culture. This paper analyzes the portrayal of Indian women in literature by examining three works written by non-Indian authors and three works by Indian authors. The three non-Indian works are: (1) "Pocahontas, or the Nonparell of Virginia," (1933) by David Garnett; (2) "Nancy Ward, Cherokee," (1975) by Harold Felton; and (3) "Sacajawea," (1978) by Anna Lee Waldo. These women found honor among members of the dominant society depending upon how well they fit into the Western European role established for women. The three novels selected by American Indian au-

thors were: (1) "Ceremony," (1977) by Leslie Marmon Silko; (2) "The Woman Who Owned the Shadows," (1983) by Paula Gunn Allen; and (3) "Love Medicine," (1984) by Louise Erdrich. These novels demonstrate the ability of Indian women to survive under adversity. It is stated that the image of Native American women has been dictated by the Western European male to suit his cultural understanding and desire for dominance. Until the Native American women overturn the shallow stereotypes that have served as their image, their voice will be lost in the continuing history of a people. (SM)

ED 287 794 SO 018 625
Patrick, John J.
Connecting Science and Free Government in Citizenship Education: Teaching about Our Legacy from the Age of Enlightenment.
Social Studies Development Center, Bloomington, Ind.
Pub Date—6 Nov 87
Note—16p.; Paper presented at the Conference on Science/Technology/Society in the Secondary School Curriculum (Winooski, VT, November 6, 1987).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, Civics, Curriculum Development, Democracy, Elementary Secondary Education, Futures (of Society), Interdisciplinary Approach, Science and Society, Science Education, Scientific and Technical Information, Social Change, Social Influences, *Social Studies, Technological Literacy, United States History
Identifiers—Age of Enlightenment, Society
To maintain the legacy of freedom from the Age of Enlightenment, educators must effectively teach about the interrelated ideas of modern science and constitutional democracy in both social studies and science courses. The United States most directly and fully exemplifies the civic and scientific ideas which have developed as a result of the Age of Enlightenment. The free practice of modern science is guaranteed only in free societies; and only in those societies are the full benefits and power of modern science likely to be experienced. Educators in the sciences and social studies have been proposing an emphasis on science/technology/society in the core curriculum of secondary schools. The National Assessment of Educational Progress (NAEP) and other studies of student achievement reveal generally low levels of student knowledge about society and values related to scientific inquiry in a free society. Inadequate treatment of science and free government in the curriculum and the classroom is likely to impede education for citizenship in a free society. Educators should expand coverage of science in both United States history and world history and portray science and democracy as the most revolutionary pair of ideas in modern history. There is a need to develop a reasoned commitment among students to the interrelated ideas of scientific inquiry and constitutional democracy, which together define civilization. (SM)

ED 287 795 SO 018 701
Law-Related Education Evaluation Project (United States), 1979-1984 [machine-readable data file].
Illinois Univ., Urbana. Russian and East European Center.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency—National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Report No.—EF-000224; ICPSR-8406
Pub Date—85
Note—File documentation is contained in a publication of the same title accompanying ICPSR-8406. For results of this project for years 1, 2, and 3, see ED 270 391, ED 237 393, and ED 256 636, respectively.
Available from—Inter-University Consortium for Political and Social Research (ICPSR), P.O. Box 1248, Ann Arbor, MI 48106. Telephone: (313) 764-2570.
Pub Type— Machine-Readable Data Files (102)
Document Not Available from EDRS.
Descriptors—Antisocial Behavior, Classroom Environment, Course Evaluation, *Curriculum Evaluation, Delinquency, *Delinquency Prevention, Drinking, Drug Use, Elementary School Students, Ethnic Groups, Grade Point Average, Labeling (of Persons), *Law Related Education, National Surveys, Pretests Posttests, Principals, Program Evaluation, Risk, Sampling, Sanctions, School Surveys, School Vandalism, Secondary School Students, Statistical Surveys, Stealing, *Student Attitudes, Student Behavior, Superintendents, Violence
Identifiers—Juvenile Justice System, *Law Related Education Evaluation Project
The "Law-Related Education Evaluation Project" evaluated the degree of awareness of and receptivity to law-related education (LRE) among selected relevant professional groups, the progress toward institutionalization of LRE at certain sites, and the impact of LRE on students, especially in terms of delinquency rates. The project ran from 1979 to 1984. Mail-out surveys were utilized for the awareness-type data. Pre-post testing of knowledge, attitudes, and self-reported delinquency of school children was done for the impact studies. The professional organizations selected were all dedicated to the advancement of LRE in elementary, junior high, and senior high schools: e.g., Constitutional Rights Foundation, Law in a Free Society, the National Street Law Institute, the American Bar Association's Special Committee on Youth Education for Citizenship, the Children's Legal Rights Information and Training Program, and the Phi Alpha Delta Committee for Juvenile Justice. The awareness evaluation research investigated two issues: (1) the degree of increase in awareness of and receptivity toward LRE among the nation's educators and juvenile justice professionals, as well as the degree of LRE's institutionalization in certain targeted states; (2) the degree to which LRE could produce changes in students' knowledge of and attitudes about the law, and reduce juvenile delinquency (measured both by self-reported delinquency rates and by attitudes previously shown to be correlated with delinquent behavior). Two annual awareness surveys were undertaken, using mail-out questionnaires sent to the selected professional organizations, school principals, juvenile justice personnel, and law school deans. The respondents were asked what they thought of LRE in terms of its impact on students and usefulness in the curriculum, whether LRE should be required, what type of publicity had contributed to their awareness of LRE, the degree of involvement that they would be willing to have in promoting or developing LRE programs, and their opinions of various LRE projects. The groups were surveyed in 1981 (2,500 questionnaires, 1,790 responses) and again in 1982 (4,000 questionnaires, 1,200 responses), resulting in two data files. For the student impact evaluation research, tests of knowledge were given, as well as attitude tests measuring isolation from school, delinquent peer influence, negative labeling, and attitudes toward violence. A self-reported delinquency questionnaire was administered to students prior to their taking LRE classes, and again at the end of the semester, to permit a pre-post comparison. Control group students (not taking LRE courses) were also tested for comparison purposes. Two sets of impact data were obtained, one for the 1982-83 academic year and one for the 1983-84 academic year. For 1982-83, 1,348 students in grades 5-12 from 61 classes in 20 schools at 9 sites in 5 states (Colorado, California, Illinois, Michigan, North Carolina) were surveyed. For 1983-84, 1,120 students in grades 5-12 from 44 classes in 13 schools at 4 sites in 4 states (Illinois was not represented) were surveyed. Two data files resulted from these impact surveys. Each of the four files comprising this data bank is composed of fixed-length records, one record per respondent for the two mail-out/survey files, and one record per case for the two student impact files. (CDM/WTB)

ED 287 796 SO 018 758
Knauer, Virginia H. Steeves, Robert F.
Suggested Guidelines for Teaching Units (Grades K-12) on Consumers, the Economy, and the U.S. Constitution.
Office of Consumer Affairs, Washington, D.C.; Ohio State Dept. of Education, Columbus.
Pub Date—87
Note—16p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Civics, Constitutional Law, *Consumer Education, Curriculum Development, Early Childhood Education, *Economics, *Economics Education, Elementary Secondary Education, Evaluation, Guidelines, Interdisciplinary Approach, Lesson Plans, *Social Studies, Teaching Methods, *United States Government (Course), Vocabulary Development
Identifiers—*United States Constitution
To focus classroom learning experiences on the freedoms and privileges enjoyed by consumers in the U.S. free market economy is the goal of these guidelines. Students learn how the U.S. Constitution relates to the free market system through a variety of teaching strategies. The guidelines can easily be adapted for use in a variety of classroom settings. Lesson themes and grade levels for the six guide sheets are: (1) "Never Enough of What We Want–Scarcity" (K-1); (2) "Barter, Exchange, and Money–Why Money?" (2-3); (3) "Interdependence in the Marketplace" (4-5); (4) "U.S. Constitution Protects Our Market Economy" (6-7); (5) "Money and Banking under the U.S. Constitution" (8-9); and (6) "Government, the Economy and the U.S. Constitution" (10-12). Each unit contains student objectives for the lesson theme, concepts to be developed, time required, specific teaching strategies, vocabulary, evaluation strategies, and suggested references. Student work is assessed by a series of innovative evaluation activities. (SM)

SP

ED 287 797 SP 028 675
Packard, Richard D. Bierlein, Louann
Career Ladder Facts Abstract and Incentive Programs for Teachers: Will It Work in Arizona?
Pub Date—Feb 87
Note—7p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Ladders, Elementary Secondary Education, *Incentives, *Staff Development, *State Programs, *State Standards, Teacher Attitudes, Teacher Improvement, Teacher Motivation, Teacher Persistence
Identifiers—*Arizona
Arizona is approaching educational reform through the establishment of a teacher incentive program which completely restructures the way teachers are classified and rewarded. The Center for Excellence in Education at Northern Arizona University was mandated by the state legislature to evaluate district plans over a 5-year test period and to report summative findings on the Arizona Career Ladder Pilot Project. Although the research process, involving observation, data analysis, and evaluation, is not yet complete, some positive trends are becoming apparent. Major areas of strength reported by 1,935 educators include: (1) teacher input (program ownership); (2) salary; (3) mobility; (4) professionalism; (5) evaluation; (6) improved instruction; and (7) staff inservice. The trends and events in Arizona are also being watched by other states and the nation in general for implications and possible applications to other areas. (CB)

ED 287 798 SP 028 996
Lander, Linda Durentini, Carol L.
Gender Differences in the Sport Socialization Process of High School Varsity Athletes.
Pub Date—Apr 87
Note—14p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Athletics, *Family Influence, High Schools, *High School Students, *Motivation, Parent Attitudes, *Participant Characteristics, Peer Influence, *Sex Differences, Siblings
This study of gender differences in the sport socialization process of high school varsity athletes examined: (1) the primary and secondary patterns of sport involvement by significant others; and (2) the primary sources of motivation for athletes' entrance into sport and continued sport involvement. A 96-item Sport Participation Inventory was administered to 119 male and 75 female varsity athletes representing 12 varsity sports. Results revealed that: (1) more females than males reported that their sisters participated in sports and were sport fans; (2) more males than females reported that their friends frequently participated in recreational physical activities during childhood and that their parents provided the most motivation to begin participation in sport; (3) females reported that they were primarily self-motivated in sport participation; and (4) both males and females reported that they were primarily self-motivated to continue sport participation.

There were no gender differences in the sources of motivation for continued sport involvement. (JD)

ED 287 799 SP 029 052
Levy, Jack
A Study of Beginning Teachers in Virginia.
Pub Date—87
Note—21p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, Classroom Techniques, Elementary Secondary Education, Higher Education, *Needs Assessment, Staff Development, State Surveys, *Teacher Attitudes, Teacher Background
Identifiers—Virginia
A needs assessment conducted with 469 first-year teachers in Virginia in 1984-85 sought to determine the teachers' needs in terms of their competencies and what sort of learning experiences would be most helpful to them. Respondents indicated needs in a wide range of competency areas, with classroom management evoking the greatest concern. Graduates of university teacher education programs identified fewer areas of need than liberal arts graduates with no professional education training. Teachers were willing and ready to seek assistance when they encountered difficulties and preferred working with a peer teacher in the building. White teachers appeared to have more difficulty than black teachers in managing classrooms with students of different cultures. This paper discusses each of the findings in terms of its implications for pre- and in-service training. The questionnaire is appended. (CB)

ED 287 800 SP 029 057
Toug, Muhyieddeen Sh.
The Role of the College of Education at UAE University in Manpower Development.
Pub Date—15 Jul 87
Note—22p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhovern, Netherlands, July 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Role, *Educational Development, *Educational Needs, Foreign Countries, Higher Education, *Preservice Teacher Education, *Schools of Education
Identifiers—*United Arab Emirates, *United Arab Emirates University
The College of Education was among the first of four colleges established at the United Arab Emirates (UAE) University in 1977. Now the second largest college in terms of student enrollment, the College of Education has always had an important role in the university. Education at the university has developed rapidly, covering both quantitative and qualitative aspects. The college has also actively participated in the university's development through transformation of programs and study plans based on the country's unique characteristics and problems and the needs of teachers and administrators. Restructuring has occurred according to the country's need for teachers, involving incorporation of policies stressing integration, comprehensiveness, flexibility, interaction, and multiple training methods. The college's present structure is composed of eight undergraduate programs, two diploma programs, and six master's programs. Emphasis has been placed on both academic study and practical training. A center for research, development, and educational services has also been established. (Author/CB)

ED 287 801 SP 029 086
New Britain School District Teacher Evaluation Program.
New Britain Board of Education, Conn.
Pub Date—Apr 86
Note—41p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *School Districts, Self Evaluation (Individuals), *Teacher Evaluation
Identifiers—Connecticut (New Britain)
This document explains the teacher evaluation process used by the New Britain (Connecticut) School District. The major parts of the evaluation cycle–self-evaluation, goals and objectives, and job description evaluation–are described. Other sections address ways in which to resolve conflicts and problems and procedures for continuing employment. Appendices include materials used for self-evaluation needs assessment, sources of goals and objectives, sample objectives, samples of forms used, a timeline, state laws and guidelines, and an organizational table. A glossary of terms is included. (CB)

ED 287 802 SP 029 244
Meeks, Linda Heit, Philip
AIDS: What You Should Know. Student and Teacher Editions. The Merrill Wellness Series.
Report No.—ISBN-0-675-06302-7; ISBN-0-675-06303-5
Pub Date—88
Note—58p.
Available from—Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, OH 43216 (student edition, $2.97; teacher edition, $4.50).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Acquired Immune Deficiency Syndrome, *Communicable Diseases, *Curriculum Development, Elementary Secondary Education, *Health Education, Lesson Plans, *Prevention, Sexuality, Student Responsibility
This two-document set includes a teacher guide and a student workbook designed to present factual information concerning Acquired Immune Deficiency Syndrome (AIDS). Topics discussed include; the immune system, history of AIDS, transmission of AIDS, detection of AIDS, risky behaviors, and current treatment and research of AIDS. The booklets emphasize the prevention of AIDS. The teacher guide includes an overview, objectives, teaching strategies, and answers to text questions. Objectives discussed include responsible behavior, decision making, and positive reinforcement. Reproducible teaching, student, and test masters are included. (CB)

ED 287 803 SP 029 245
Meeks, Linda Heit, Philip
AIDS: Understanding and Prevention. Student and Teacher Editions. The Merrill Wellness Series.
Report No.—ISBN-0-675-07889-X; ISBN-0-675-07890-3
Pub Date—88
Note—53p.
Available from—Merrill Publishing Co., 1300 Alum Creek Drive, Columbus, OH 43216 (student edition, $2.97; teacher edition, $4.50).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Acquired Immune Deficiency Syndrome, *Communicable Diseases, *Curriculum Development, Elementary Secondary Education, *Health Education, Lesson Plans, *Prevention, Sexuality, Student Responsibility
This two-document set includes a student workbook and a teacher guide designed to present factual information about Acquired Immune Deficiency Syndrome (AIDS). Subjects covered include; transmission of AIDS, risk behaviors, detection of AIDS, AIDS infection, treatment and research, and prevention of AIDS infection. The teacher guide presents lessons for teaching the topic with an emphasis on responsible behavior and positive reinforcement. Reproducible teaching, student, and test masters are included. (CB)

ED 287 804 SP 029 296
Williams, Randy
Rotator Cuff Disease and Injury–Evaluation and Management.
Pub Date—27 Jun 87
Note—15p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Athletics, *Exercise, *Injuries, Physical Therapy, Prevention, Rehabilitation
Identifiers—*Rotator Cuff Disease
This presentation considers the incidence, evaluation, and management of rotator cuff disease and injury. Pathogenesis, symptoms, physical findings, treatment (therapeutic and surgical), and prevention are discussed. It is noted that rotator cuff problems, common in athletes, are usually related to an error in training or lack of training. They can be successfully treated non-operatively although it may require several weeks or months to obtain a cure. Included are descriptions of exercises for rehabilitation of rotator cuff injuries. (CB)

ED 287 805 SP 029 312
Jones, Joan
Identification of Topics for an Inservice Training Program for Special Education Professionals on the Control of Burnout. Societal Factors.
Pub Date—Feb 87
Note—45p.; Ed.D. Practicum, Nova University.
Pub Type— Reports - Descriptive (141) — Information Analyses (070) — Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, *Coping, *Curriculum Development, Higher Education, *Inservice Teacher Education, *Special Education Teachers, Stress Management, *Teacher Burnout
A practicum on the control of burnout was developed for an inservice training program for special education professionals at Oxnard College (California). A review of current literature on the control of burnout was presented to an expert panel of special education faculty members who compiled a list of suitable topics for the practicum. Four major goals for inservice training were identified: (1) introduction of the concepts of burnout and tedium; (2) identification of work stresses commonly causing tedium and burnout in workers; (3) development of cognitive clarity in the distinction between two categories of stressful work features (those that are under the control of the individual and those that are not); and (4) development of tools for coping. (CB)

ED 287 806 SP 029 318
Houben, Jr. J. W. M. A. Verbunt, Jan A.
Vocational/Technical Education for the 21st Century.
Pub Date—87
Note—21p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Needs, Education Work Relationship, Elementary Secondary Education, *Futures (of Society), Higher Education, Lifelong Learning, *Technical Education, *Technological Advancement, *Vocational Education
Teacher education and teachers, particularly vocational and technical education teachers, must keep abreast of the trends and changes in the workforce and employment needs around the world. Education must be geared toward helping individuals to explore their options and to continue learning throughout their life span. This flexibility is needed as the world becomes increasingly technological and concepts learned today become obsolete tomorrow. Four major changes that may affect vocational education and training involve: (1) the invalid expectation of continuous lifetime employment of all workers; (2) the need for a better theoretical understanding in certain fields; (3) a greater emphasis on human and social factors; and (4) informed technical education. Technology education can help pupils fulfill their individual potential, raise overall national levels of educational attainment, bring about greater equality of educational opportunity, and foster social and cultural cohesion. Basic conditions for such education includes common standards for technology as an educational subject, standardization in electronic hardware and software, willingness of industrialized nations to assist developing nations, and cooperation between science- and work-related disciplines for the development of educational programs. (CB)

ED 287 807 SP 029 325
Cumming, James
Teaching about the World of Work: Trends and Developments in Australia.
Pub Date—87
Note—21p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindoven, Netherlands, July 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Educational Resources, *Education Work Relationship, Foreign Countries, Interdisciplinary Approach, Secondary Education, Teaching Methods, *Vocational Education
Identifiers—*Australia
This paper is concerned with teaching about the world of work at the secondary school level in Australia. The first half of the paper investigates major changes and developments occurring in the workplace and in the school, while the second half considers the issue of support for teachers striving to increase student understanding of work. Strengths and weaknesses of several different approaches to studying the world of work are described and analyzed, followed by a study of the support in Australia for teachers who have been trying to integrate the study of work into the school curriculum. Reference is made to the "Curriculum and the World of Work" program initiated recently by a national curriculum agency. Current strategies emphasizing cooperation, collaboration, and networking are also described. It is pointed out that increased support linking professional development and curriculum development is required if the world of work is to establish and maintain a place in the mainstream curriculum. (CB)

ED 287 808 SP 029 327
Petracek, Svatopluk
Improvement of the Teacher Education for the World of Work.
Pub Date—Jul 87
Note—15p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Cooperation, *Educational Improvement, Education Work Relationship, Foreign Countries, Higher Education, *Inservice Teacher Education, *International Cooperation, *Interprofessional Relationship, Staff Development
Identifiers—*Czechoslovakia, *Europe
This document discusses the general characteristics and features of staff development for teachers in Europe, including a brief description of staff development in Czechoslovakia. Information regarding the general characteristics was obtained from a symposium on staff development, at which the participating nations agreed that staff development could be improved through several types of teacher activities, including information exchange, workshops, the pooling of resources, creation of regional teams of educational researchers, production of regional inventories, publications of pedagogical practices and experiences, and academic exchanges. Information presented on staff development in Czechoslovakia focuses mainly on certifications, courses, and evaluation practices used with higher education personnel. (CB)

ED 287 809 SP 029 330
Bonstingl, John Jay
Meeting the Imperatives of the 21st Century: Business-Education Alliances in the United States.
Pub Date—Jul 87
Note—16p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Change, *Educational Cooperation, Educational Improvement, Education Work Relationship, *Futures (of Society), Higher Education, Preservice Teacher Education, *School Business Relationship, Teacher Education Programs
This document describes the philosophical underpinnings for restructuring education and reforming education personnel training through partnerships with the private sector. Examples of successful business-education partnerships are presented to illustrate how both areas can benefit from such partnerships. It is argued that the preparation of teachers and other school personnel must reflect the imperatives of the future, and business-education alliances must be undertaken to provide a wide range of supports that are not available to education systems working in isolation. (CB)

ED 287 810 SP 029 331
Knight, Carlton, W., II
Cooperative Second Career Programs. Quality Teachers for Vocational and Technical Colleges and Universities.
Pub Date—Jul 87
Note—7p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Change, *College Faculty, Higher Education, Postsecondary Education, Retirement, *School Business Relationship, *Teacher Exchange Programs, *Vocational Education
Vocational and technical schools can capitalize upon cooperative faculty source programs. These institutions should also take the initiative and propose modified second career cooperative arrangements with companies in their own geographic regions. A few major corporations now have unique programs that provide financial incentives for potential retirees to begin second careers in teaching. A study was undertaken to identify new and unique programs directly involving personnel. Forty-four major corporations including 28 top Fortune 100 were surveyed. A selected sample of large corporations having acknowledged post-secondary cooperative programs was identified. The data was obtained from among those corporations most likely to have (1) the financial resources; (2) the acknowledged support for post-secondary institutions; and (3) the personnel resources to conduct new ventures of this type. This study focused upon providing full-time faculty arrangements. Three types of full-time source programs are discussed: (1) reemployment assistance efforts (qualified surplus personnel are placed in vocational and technical schools); (2) faculty leaves (employees spend one year teaching in a postsecondary institution); and (3) second career programs (retirees assume a second career in academia). Implications of the study include: (1) through greater awareness, vocational and technical institutions may be able to capitalize upon various cooperative faculty source programs; (2) the current generation of potential second career participants have had outstanding success in their job settings; (3) consideration must also be given to the difference in occupational and organizational climates; and (4) the second career programs appear to offer considerable potential. (CB)

ED 287 811 SP 029 334
Copa, Patricia M.
Exploring Successful Practice to Improve the Professional Development of Educators.
Pub Date—Jul 87
Note—26p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *Models, *Staff Development, *Teacher Behavior, Teacher Education, *Teacher Effectiveness, Teacher Improvement, Teaching Experience, *Teaching Styles
Using tools from ethonography, this study constructed a model of reflective practice drawn from the words and actions of a small group of field-based educators identified as being exemplary practitioners. The model portrayed a purposeful and dynamic process in which acute attention to context and factors was weighed against consciously evaluated goals and critically scrutinized means. The results of this reflection were directed toward making judgments regarding action which reflected optimal balance between polemics developed through observation and study. This reconception of the practice of educators, if determined to be more effective than other approaches, has implications for selection and hiring for pre- and in-service education, for supervision, and for future research and study. (CB)

ED 287 812 SP 029 335
Davis, R. G. Davis, T. N.
Action Research in Education Personnel Development. A Case Study in Botswana.
Pub Date—Jul 87
Note—18p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Action Research, Case Studies, *Developing Nations, *Educational Improvement, Elementary Secondary Education, English (Second Language), Foreign Countries, Language of Instruction, *Language Proficiency, *Staff Development
Identifiers—*Botswana
A case study in action research which forms part of the Junior Secondary Education Improvement Project, was designed to enable dissemination and permeation of approaches to comprehension of English to all levels of educational personnel in Botswana (Africa). The work supports the national goal of expanding and improving Junior-Secondary education as part of a provision of nine years basic education. Using a multiplier approach, the research serves to identify language comprehension levels and instructional needs, improve the quality of education, and increase the output of qualified personnel from the school system. A long-term aim is to develop a culturally appropriate reading test. It is argued that dissemination and permeation of new ideas and techniques to all levels of the education system is a key area in education personnel development. This is considered to be acute in developing nations, where needs for rapid development are hampered by shortages of skilled personnel and inaccessibility of interior regions. The latter frequently prevents effective dissemination and uptake of new approaches. The principle underlying the action research design is suggested as a strategy with wider applications. Preliminary findings are presented. (Author/CB)

ED 287 813 SP 029 342
Sheingold, Karen And Others
Preparing Urban Teachers for the Technological Future.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Jul 87
Note—29p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Needs, Elementary Secondary Education, *Futures (of Society), Teacher Education Programs, Technical Education, *Technological Advancement, *Urban Education
This report reviews the results of a survey of teacher training programs in technology among 28 urban school systems in order to ascertain the current state of school computer use and teacher retraining. Results indicate that preparing students for the future presents particular problems for urban schools. With technology restructuring jobs and creating new types of work, the only clear prospect is that students will have to learn generalizable skills that allow them to adapt to the changing workplace. In urban settings, limited resources, large populations, and special non-educational needs create educational experiences for students that are different from those of their suburban counterparts. Inequities of resources threaten to repeat themselves in the area of technology education. Teachers need preparation for being learners in this changing field. Technology affects the curriculum, classroom arrangements, measurement of student performance, and the teaching role. "Top-down" approaches to training seem to prevail, with teachers providing little input in deciding what type of training they need. Several recommendations are made for improvement of teacher training in this area, addressing the specific needs of urban schools. (CB)

ED 287 814 SP 029 350
Murphy, Peter
Maintaining the Canadian Mosaic: Preparing School Leaders for the Challenge. Interim Report.
Pub Date—Jul 87
Note—15p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, Attitude Change, *Cultural Awareness, *Cultural Pluralism, *Educational Needs, Elementary Secondary Education, Foreign Countries, Racial Integration, *Staff Development, Teacher Attitudes
Identifiers—*Canada
Racial harmony and academic excellence are two important missions for contemporary Canadian education, and teachers and administrators must be able to promote a sense of belonging and community for its many minority groups as well as to provide all Canadians with an opportunity to share and enjoy the nation's rich cultural heritage. Education is one of Canada's most important and influential forces operating in its dynamic socio-cultural milieu. Yet, many school leaders possess minimal knowledge of multiculturalism and multi-racism, a deficiency that has generated many problems for provincial school systems. Through a variety of educational, cultural and social activities, the Canadian federal government has attempted to improve this situation, but there is an urgent need for new professional development programs to enable administrators to cope effectively with the unique problems generated by contemporary Canadian society. (CB)

ED 287 815 SP 029 359
Kim, Uk Hwan
Improving Inservice Training Programs through International Cooperation: An Experience of Korea.
Pub Date—Jul 87
Note—16p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Developing Nations, *Educational Cooperation, *Educational Improvement, Foreign Countries, Higher Education, *Inservice Teacher Education, *International Cooperation
Identifiers—*Korea
Current policies and practices in South Korea dealing with international cooperation among the South Korean government, other governments, and various agencies to improve inservice teacher education programs in South Korea are described. The paper is divided into three major sections. The first section provides a rationale for international cooperation in education and for implementing international inservice programs. The second section describes exemplary programs that are being carried out and considers how these programs are meeting South Korea's emerging needs. The third section suggests ways that colleges and universities can expand international programs as part of education personnel training. (CB)

ED 287 816 SP 029 412
Stern, A. Kenneth Shepherd, Gene D.
A Synthesis of the Research of Oklahoma's Induction Year Program as a Basis for Policy Considerations.
Pub Date—[86]
Note—12p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, College Role, Educational Legislation, Elementary Secondary Education, *Program Effectiveness, School Districts, *State Programs, *Teacher Attitudes, *Teacher Orientation, Teacher Role
Identifiers—*Beginning Teacher Induction, *Entry Year Assistance Program, Oklahoma
A synthesis of 17 studies concerning Oklahoma legislation for the beginning teacher induction year program covers: (1) the concerns and perceptions of entry year teachers; (2) roles and functions of teacher consultants, local district administrators, and higher education representatives; and (3) the frequency and nature of the processes and activities of the induction committee and its members and the attitudes of the participating parties. Overall satisfaction has been reported by persons involved in the Entry Year Assistance Program. Teacher consultants were perceived by entry level teachers as providing the most guidance in terms of human relations, classroom management, teaching and assessment, and professionalism. Teacher consultants, however, frequently indicated that they were constrained by being unable to find time to meet with entry level teachers. Some problems were perceived in such areas as work socialization and translation of knowledge to practice. While the studies revealed a lack of role function guidelines for committee members, moderate agreement on the needs of the entry level teacher was noted. (CB)

ED 287 817 SP 029 426
Miller, Damon J. Seifert, Edward H.
The Value of Teacher Education: A Report of a Values-Audit.
Pub Date—Jun 87
Note—18p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Attitudes, Educational Quality, Education Majors, Higher Education, Preservice Teacher Education, *Program Attitudes, *Student Attitudes, *Teacher Attitudes, *Teacher Education Programs, Teacher Educators
Identifiers—*Southwest Texas State University
A values-audit was developed and tested with randomly selected Southwest Texas State University faculty, students, professional educators, and the general population in the university's service area. A questionnaire was designed and structured to elicit information concerning perceptions of issues associated with the university's teacher education program. Analysis of results indicated that the university's teacher education program is broadly viewed as constituting a valuable aspect of the total university. It was clear, however, that no formal or informal consensus existed among those persons most directly involved in the teacher education process. While almost all respondents agreed that greater rigor was desirable in all coursework, wide disagreement existed among the three groups (faculty, students, and public) regarding the degree of emphasis to be placed on subject matter content and skill development in instructional processes. The data reflected a general perception that a real difference existed in the quality of education and non-education faculty and likewise between education and non-education students. The survey items and a table of responses are appended. (CB)

ED 287 818 SP 029 435
In-Service Training and Tomorrow's Primary Education. Report on a Workshop on In-Service Training of Educational Personnel Focused on New Developments, Trends and Processes of Primary Education (Seoul, Korea, October 7-15, 1986).
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
Pub Date—87
Note—57p.
Available from—Unipub, 4611-F Assembly Drive, Lanham, MD 20706-4391 (Stock No. UB-236, $12.50 plus $2.50 postage and handling).
Pub Type— Collected Works - Proceedings (021) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Educational Development, Educational Objectives, Educational Strategies, Elementary Education, Foreign Countries, *Inservice Teacher Education, *Staff Development, *Teacher Workshops, *Training Methods
Identifiers—*Asia
This document reports on a workshop concerned with the inservice training of educational personnel. The workshop's main objectives included: (1) review of policies and plans for the development of primary education; (2) identification of alternative objectives, issues, and growth points; (3) development of training strategies for the implementation of new models, trends, and processes of primary education; and (4) consideration of possible plans and materials for any follow-up workshops on inservice training. Participants came from Indonesia, Malaysia, Nepal, New Zealand, Papua New Guinea, the Philippines, Republic of Korea, Sri Lanka, and Thailand. This document reports on each of the objectives and conclusions of workshop participants. A summary description of the workshop/studies formulated by the participants is presented in tabular form. Appended are the workshop agenda, a participants list, summaries of surveys on selected topics, and country perspectives in summary. (CB)

ED 287 819 SP 029 437
Oversight Hearing on Department of Defense Dependents' Schools. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—30 Jul 86
Note—82p.; Serial No. 99-137. Some pages contain very small type.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Dependents, Educational Legislation, Elementary Secondary Education, *Federal Legislation, Hearings, *Military Personnel, *Study Abroad
Identifiers—Congress 99th, *Dependents Schools
This document presents a record of a congressional oversight hearing on the Department of Defense Dependents' Schools (DODDS). The hearing focused on the operation of the DODDS, and specifically on whether or not the changes being made within the Department of Defense are consistant with Public Law 95-561, which established the Defense Dependents' Education System. Testimony was presented by Anthony Cardinale, former director of DODDS; Ernest Lehmann, from the Overseas Federation of Teachers; Barbara S. Pope, Department of Defense, Family Support, Education, and Safety; Jack Rollins, Overseas Education Association; and Beth Stephens, director of DODDS. Prepared statements, letters, and supplemental materials are included. (CB)

ED 287 820 SP 029 447
Exploring the Teaching Profession in New Jersey. An Activities Handbook for Teachers and Future Teachers.
New Jersey State Dept. of Education, Trenton.
Pub Date—87
Note—16p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, *Career Exploration, *Clubs, Learning Activities, Secondary Education, Teacher Role, *Teaching (Occupation)
Identifiers—*Future Teachers of America, New Jersey
This booklet is designed to provide middle and secondary school teachers with ideas on how to involve students in activities that allow them to explore the teaching profession. The ideas can be adapted to fit the particular needs of the teachers and students involved and can also be supplemented by students' and teachers' own ideas. Sections cover: (1) organizing future teacher activities and clubs; (2) club meetings (introductory meeting, organizational meeting, charter meeting, and subsequent meeting plans); (3) sample service activities (teacher and school oriented services and student community oriented services); (4) sample trips, social programs, and other activities; (5) sample fund-raising activities; (6) club publicity; and (7) community and college involvement. (CB)

ED 287 821 SP 029 458
Moll, Marita
Health and Safety Hazards in the School Enviornment. Bibliographies in Education No. 81.
Canadian Teachers' Federation, Ottawa (Ontario).
Report No.—ISBN-0-88989-196-6
Pub Date—Jun 87
Note—253p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Annotated Bibliographies, *Educational Environment, Elementary Secondary Education, Foreign Countries, *Health Conditions, *Occupational Safety and Health, *School Safety, *Teaching Conditions
This annotated bibliography cites 913 materials (publications, journal articles, papers, presentations, books, studies, and other documents) concerning potential hazards to the physical health and safety of teachers and students in the school environment. These materials are of particular interest to members of school health and safety committees. The bibliography's first section contains references of a general nature to health and safety in the workplace, both in and out of school, and occupational health and safety legislation. The second section cites more specific materials under the headings of: (1) acoustical environment; (2) art materials; (3) asbestos; (4) communicable diseases and parasitic infestations; (5) duplicating machines; (6) furniture; (7) industrial arts shops; (8) natural hazards; (9) physical

education, recreational facilities, and outdoor education; (10) science laboratories; (11) thermal environment and air quality; (12) video display terminals; and (13) visual environment. (CB)

ED 287 822 SP 029 459
Haynes, Thomas S.
Positive Educational Reform Depends on Critical Thinking.
Pub Date—Oct 87
Note—17p.; Paper presented at the Annual Meeting of the INTERFACE Humanities and Technology Conference (11th, Atlanta, GA, October 22-23, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, *Critical Thinking, Decision Making Skills, Discussion (Teaching Technique), *Educational Change, Elementary Secondary Education, Higher Education, Problem Solving, Skill Development, Teacher Education Programs
An emphasis needs to be placed on the use and development of critical thinking skills at the elementary, secondary, and higher education levels. Critical learning that fosters active student participation, goal setting, and probing into concerns through dialogue with other students and the teacher is particularly needed to help students learn to analyze problems, deal with ethical considerations, see the broad picture, and still work within the confines of a specific task. Educators must strive to develop self-learning skills of every student, whether it be reading, speaking, writing, or listening. This paper presents a proposed model for teacher education or pattern which creatively integrates cultural/liberal arts study, specific, technical content knowledge, and professional education preparation. Teaching and learning should deal with problem solving so that relationships and issues can be analyzed to illuminate reality. With such understanding, students can enter into life with the confidence and skills necessary for them to become participative and citizens. (CB)

ED 287 823 SP 029 460
Soled, Suzanne Wegener
Teaching Processes To Improve Both Higher As Well As Lower Mental Process Achievement.
Pub Date—Apr 87
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Processes, Cognitive Style, *Instructional Effectiveness, Junior High Schools, Mathematics Instruction, *Questioning Techniques, Science Instruction, Skill Development, *Teaching Methods
A major purpose of this research was to measure the effect of four different teaching processes on lower and higher mental process achievement. Two separate studies, one in science and one in mathematics, involved approximately 100 seventh grade students in four classrooms in a public junior high school in a middle-income neighborhood, and 85 ninth grade junior high school students in a low-income neighborhood, respectively. Teachers of junior high level science and mathematics were trained to use higher mental process questions, with a goal of making at least 33 percent of questions asked higher mental process questions. Mastery learning procedures were incorporated in which students received feedback on their formative tests followed by corrective procedures and by parallel formative tests, which also included at least 33 percent higher mental process questions. Instructional material that posed higher mental process questions, problems, and illustrations were also used. Comparisons with students in control classrooms indicated that the experimental student groups made significant gains in higher and lower mental process achievement. Data from both studies support the hypothesis that student achievement is a function of the degree to which teaching processes used by a teacher provide adequate opportunities to learn higher mental processes. Three data tables and four figures are included. (CB)

ED 287 824 SP 029 462
Ropo, Eero
Teachers' Conceptions of Teaching and Teaching Behavior: Some Differences between Expert and Novice Teachers.
Pub Date—Apr 87
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Cognitive Processes, Mathematics Instruction, Secondary Education, Secondary School Teachers, *Teacher Attitudes, Teacher Behavior, *Teacher Effectiveness, *Teaching Experience
A pilot study focused on differences between novice and expert teachers, including the structure of teachers' thought processes and knowledge and teaching behavior during lessons. Study data were collected from seven secondary school mathematics teachers (three experts and four novices) through clinical interviews and lesson observation. Interview questions dealt with teachers thoughts towards: (1) general objectives for education; (2) goals for subject matter teaching; (3) interactive thoughts and decisions; and (4) lesson planning and evaluation of learning outcomes. The lesson observation portion of the study focused on: (1) structure of lessons and use of questions; (2) type of questions; (3) scaffolds; and (4) type of scaffolds. Comparison indicated that experts' pedagogical knowledge included higher level conceptions, principles, and generalizations than that of novices. Expertise showed up in teachers' abilities to make correct interpretations about different students and act accordingly in instructional interventions. (CB)

ED 287 825 SP 029 464
Levine, Marsha And Others
In Honor of Excellence. Proceedings of the Burger King Corporation/NASSP/CCSSO Symposium for Outstanding Teachers and Principals (Captiva Island, Florida, November 21-25, 1985).
Burger King Corp., Miami, FL.; Council of Chief State School Officers, Washington, D.C.; National Association of Secondary School Principals, Reston, Va.
Pub Date—Nov 85
Note—45p.; Photographs may not reproduce well.
Pub Type— Collected Works - Serials (022) — Opinion Papers (120) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrator Attitudes, Educational Change, Educational Improvement, Educational Trends, Elementary Secondary Education, *Principals, School Business Relationship, *School Effectiveness, *Teacher Attitudes, Teacher Education, *Teacher Effectiveness
This monograph is a summary of the ideas and thoughts from participants in a conference that honored and recognized the accomplishments of outstanding teachers and principals in each of the 50 states, the District of Columbia, American Samoa, and Puerto Rico. The primary focus of the conference was to highlight the importance of classroom teachers and school building administration in achieving high-quality education for all students. Synoposes are provided of the following papers: (1) "State of Education" (Denis P. Doyle); (2) "Social, Economic, and Demographic Trends" (Harold Hodgkinson); (3) "Restructuring the Teaching Profession" (Linda Darling-Hammond); (4) "Education and the Press" (Gene Maeroff and others); (5) "Business and the Schools" (Denis Doyle and others); and (6) "Assessing Reform: Where Are We Now? Where Are We Going?" (William Bennett). A profile of the characteristics and background of the honored educators is also presented. (CB)

ED 287 826 SP 029 465
McCarthy, Martha M. And Others
Competency Testing for Teachers: A Status Report. Policy Issue Series No. 2.
Consortium on Educational Policy Studies, Bloomington, IN.
Spons Agency—Indiana Univ., Bloomington. School of Education.; Washington State Board of Prison Terms and Paroles, Olympia.
Pub Date—Feb 87
Note—71p.
Pub Type— Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Secondary Education, *Minimum Competency Testing, *State Standards, *Teacher Certification, *Teacher Qualifications
Identifiers—*Teacher Competency Testing
This paper focuses on the teacher competency testing movement that is sweeping the nation. The first section provides an overview of teacher testing programs nationally, including the rationale for such programs, the types of tests used across the states, concerns about current testing programs, test validity studies, and fiscal and legal issues. The second section presents state-by-state data pertaining to teacher testing programs currently being implemented or considered, including testing requirements for admission into teacher education programs, for initial certification, and for practicing educators. Contact persons are listed. A 70-item list of references concludes the document. (CB)

ED 287 827 SP 029 470
Nebor, Jon N.
The Role of the Teacher in School-Community Relations.
Pub Date—[84]
Note—18p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Attitudes, Community Support, Elementary Secondary Education, Public Opinion, Public Relations, *School Community Relationship, *Teacher Behavior, *Teacher Role
The role of the teacher in a positive school-community relationship is extremely important since it is the teacher who is the backbone of the educational system. Although school boards create school policy and administrators interpret these policies, teachers are the personnel who implement school policy. Teachers must also be prepared to make the most favorable impression possible in even the most innocent of circumstances in order to maintain public support. The community's perceptions of the teacher affect their perceptions of the school and subsequently student morale, school resources, and support for the school in general. (CB)

ED 287 828 SP 029 474
Kelsey, Craig Gray, Howard
The Feasibility Study Process for Parks and Recreation.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
Report No.—ISBN-0-88314-340-2
Pub Date—86
Note—70p.
Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Dr., Reston, VA 22091.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Feasibility Studies, *Parks, Planning, *Recreation, *Research Methodology
This document was designed to aid the community planner in the development of a recreation feasibility study. The feasibility process is fundamental for progressive community effort in either long range or short term planning. Chapters present information on: (1) definition and purposes of feasibility studies; (2) legal feasibility; (3) site feasibility; (4) user-usage feasibility; (5) design feasibility; (6) financial feasibility; (7) administrative feasibility; and (8) the feasibility study document. Each section defines the specific type of feasibility and discusses ways to conduct such a study. (CB)

ED 287 829 SP 029 475
Kelsey, Craig Gray, Howard
The Citizen Survey Process in Parks and Recreation.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
Report No.—ISBN-0-88314-338-0
Pub Date—86
Note—127p.
Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091 ($9.95).
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Community Attitudes, Guidelines, *Parks, Participant Satisfaction, Program Development, *Recreational Programs, *Use Studies

This document describes the citizen survey process as it relates to study of the parks and recreation field. A community parks and recreation survey consists of identifying the interests, desires, priorities and awareness factors of citizens regarding parks and recreation programs, resources, and facilities as well as the nature and frequency of their participation. Chapters present information on: (1) planning a survey; (2) writing survey questions; (3) designing a questionnaire; (4) drawing a survey sample; (5) field testing; (6) interviewing techniques; (7) data processing; (8) report writing; and (9) the survey report document. Seven examples of surveys are appended. (CB)

ED 287 830 SP 029 476
Kelsey, Craig Gray, Howard
Master Plan Process for Parks and Recreation.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
Report No.—ISBN-0-88314-298-8
Pub Date—85
Note—86p.
Available from—American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091 ($9.95).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Community Development, *Guidelines, *Master Plans, *Parks, *Program Development, *Recreational Programs
This document presents guidelines for creating a master plan for community parks and recreation programs. The master plan is a written document used by community decision makers to provide a consistent 5 to 10 year parks and recreation plan. Chapters provide information on: (1) definition and general description of master plans; (2) goals and objectives; (3) supply analysis; (4) population analysis; (5) demand analysis; (6) standards analysis; (7) agency action plans; (8) expenditure analysis; (9) priority-criterion ranking system; and (10) the master plan document. An information management tool, Program Evaluation and Review Techniques for the Master Plan Scheduling (PERT), created for the administrator with start-up phase problems, is also presented. Worksheets for supply analysis and identification of goals and objectives are appended. (CB)

ED 287 831 SP 029 477
Amundson, Kristen J.
Rewarding Excellence: Teacher Compensation and Incentive Plans.
National School Boards Association, Alexandria, VA.
Pub Date—Sep 87
Note—48p.
Available from—National School Boards Association, 1680 Duke St., Alexandria, VA 22314.
Pub Type— Information Analyses (070) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Policy, Elementary Secondary Education, *Incentives, *Program Development, Teacher Effectiveness, *Teacher Employment Benefits, *Teacher Salaries
This monograph provides information on the many aspects of teacher compensation and incentive plans, focusing on those programs that seek to attract and retain high-quality teachers in the profession. Information was synthesized from reports provided by various school districts around the nation. The monograph presents state-by-state data on teacher salaries and fringe benefits, reviews research on teacher incentive programs, analyzes the strengths and weaknesses of incentive programs, offers examples of current incentive programs, and summarizes what current trends may mean for local school boards. Monetary and nonmonetary teacher incentive programs are also discussed. (CB)

ED 287 832 SP 029 478
Hooper, Susan
Good Teachers: An Unblinking Look at Supply and Preparedness.
National School Boards Association, Alexandria, VA.
Pub Date—May 87
Note—46p.
Available from—National School Boards Association, 1680 Duke St., Alexandria, VA 22314.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Boards of Education, *Educational Change, *Educational Policy, Elementary Secondary Education, Futures (of Society), Teacher Effectiveness, *Teacher Qualifications, *Teacher Recruitment, *Teacher Supply and Demand
This monograph presents an overview of the issues associated with teacher supply and demand, teacher recruitment, and teacher preparedness, including a summary of the findings of three recent national policy reports on teaching and education ("Tomorrow's Teachers," "A Nation Prepared: Teachers for the 21st Century," and "Time for Results: The Governors' 1991 Report on Education"). Discussion on teacher supply and demand, teacher recruitment, and teacher preparedness are offered in separate chapters. Each chapter provides information regarding: (1) recent statistical and policy information; (2) implications the recommendations from these three reports might have on local school districts; and (3) policy actions district leaders might consider undertaking. The monograph concludes with a look to the future both of education in the United States and of the school boards' role in teacher and education reform efforts. An extensive list of references is provided. (CB)

ED 287 833 SP 029 479
Education Program Review. State University System of Florida. Report and Recommendations.
State Univ. System of Florida, Tallahassee.
Pub Date—Jul 85
Note—215p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—College School Cooperation, *Educational Improvement, Elementary Secondary Education, Higher Education, Preservice Teacher Education, *Program Evaluation, Public Schools, *Schools of Education, *State Colleges, Teacher Certification, *Teacher Education Programs
Identifiers—*Florida
The Chancellor and the Board of Regents of the State University System (SUS) of Florida initiated a comprehensive review of Florida's colleges of education and related programs during 1984-85. The following concerns were addressed: (1) strengths and effectiveness of teacher education programs in the SUS; (2) the impact of teacher certification revisions on academic programs in education; and (3) how the SUS can best participate in the movement toward renewal of the public schools. This report focuses on the findings and recommendations of a panel formed to visit and assess each of the SUS's nine colleges of education. A brief description of the review process, including its schedules and procedures, is presented. Review panel findings and recommendations focused on: (1) the colleges of education; (2) college of education-public school relations; (3) revisions in teacher education programs; and (4) system level issues related to teacher education programs and teaching and schooling in Florida. Twenty-four specific recommendations regarding each of the nine colleges are presented. The review panel concluded that mechanisms and policies need to be established to assure statewide planning and coordinating of the efforts of SUS's nine colleges of education to act effectively with the public schools and community colleges. Appendices, making up half the document, include information of panel members, site visits, and teacher education programs. (CB)

ED 287 834 SP 029 484
Hurwitz, Al
An International Dimension in Art Teacher Education.
Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date—87
Note—20p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see ED 265 103-115.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Art Education, *Art Teachers, Elementary Secondary Education, Global Approach, Higher Education, Interdisciplinary Approach, *International Education, *Preservice Teacher Education, Teaching Methods
A case is make for the incorporation of an international dimension into the preparation of art teachers. Ways are suggested for integrating global education into a program of teacher education. Research and literature pertaining to the definition of art, the acceleration of interest in global education among art teachers, shared beliefs, student behavior, and the making of an art teacher are reviewed, and implications for the development of global education within the field are suggested. Art exchange programs, international art study, review of aspects of artistic growth, and encouragement of students to join international art organizations are suggested as ways to incorporate international art into the regular art curriculum. (CB)

ED 287 835 SP 029 486
Gelbard, Nancy
Nutritional Guide for Pregnant and Lactating Adolescents.
California State Dept. of Education, Sacramento.
Report No.—ISBN-0-8011-0343-6
Pub Date—87
Note—43p.
Available from—Publication Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adolescents, Body Weight, *Breastfeeding, Dietetics, *Health Education, *Nutrition, *Pregnancy, Prenatal Influences, School Role, Secondary Education, State Programs
Identifiers—California
Designed to provide accurate and up-to-date information about nutrition and health, this booklet is centered on the nutritional needs of pregnant and lactating adolescents and on the role of schools and the California State Department of Education in meeting those needs. The first section presents information for pregnant adolescents regarding nutritional requirements, eating habits and dietary patterns, substances to avoid, significance of weight gain, and psychosocial factors of nutritional habits. Nutritional needs of lactating adolescents are discussed in the next section, followed by a section considering the role of the schools and the state departments of education. Recommended readings, audiovisual aids, and selected references conclude the document. (CB)

ED 287 836 SP 029 487
Program Quality Review for High Schools: Process, Criteria, and Self-Study.
California State Dept. of Education, Sacramento.
Report No.—ISBN-0-8011-0690-7
Pub Date—87
Note—183p.
Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Curriculum Evaluation, Educational Quality, Evaluation Criteria, *Evaluation Methods, *High Schools, *Program Evaluation, *Self Evaluation (Groups)
This document was designed to assist members of a program review team in conducting a program review and to assist school staff and parents in conducting a self-study in preparation for a formal review. The program review process is designed to evaluate the effects of curriculum, instructional methodologies, and effectiveness strategies on students, guide development of an assistance plan, and provide a model for a school's self-study. Chapter I describes the methodology and procedures to be used in a program review, the determination of the quality of a school curriculum and instructional program by means of a set of standards, and the means by which suggestions for increasing the effectiveness of the instructional program might be developed. Chaper II describes the quality criteria and contains cautions for reviewers about the use of the criteria in diagnosing the quality of the school program. Chapter III describes how the transaction between the reviewing team and the school results in an assistance plan for improving the program offered to the students. Appendices list the criteria that describe a high-quality school and present a guide to be used by schools in conducting a self-study. (CB)

ED 287 837 SP 029 489
Kirby, Donald
"Health: Putting Yourself in Charge"--Practices for a Healthier You. Course Guide. HL 51.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Pub Date—Mar 86
Note—143p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Health Education, High Schools, *Life Style, Prevention, Self Evaluation (Individuals), State Curriculum Guides, *State Programs, *Student Responsibility, Well Being
Identifiers—Hawaii
Designed for teachers of one-semester courses in health education at the high school level, this course guide helps students develop self-awareness of lifestyle choices through the use of self-assessments. Emphasis is placed on assuming responsibility for health status, maintaining and improving stress reduction techniques, and understanding how health and/or susceptibility to disease may be a function of physiological resources and lifestyles. Four units of study on various aspects of stress are presented. Each unit begins with an overview of instructional strategies and major concepts, followed by a Daily Activities Chart listing student schedules and resources. Appendices contain introductory lectures, student exams and lecture sheets, student handouts, and references. (CB)

ED 287 838 SP 029 490
Basic Water Safety/Learn to Swim Program for the Public Schools of Hawaii.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Pub Date—Dec 86
Note—34p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Aquatic Sports, *Curriculum Development, Elementary Education, Lesson Plans, *Safety Education, State Curriculum Guides, State Standards, *Swimming
Identifiers—*Hawaii
Designed for elementary school teachers and administrators, this guide describes instructional activities for teaching students basic water safety and swimming skills. Objectives are outlined and lesson plans for beginners and more advanced learners are offered. Appendices include an activity chart, instructor evaluation form, time sheet, student record form, school evaluation report, and performance statistics form. (CB)

ED 287 839 SP 029 491
Wellness. Health Education Instructional Guide (K-3). Supplement.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Pub Date—Jun 87
Note—207p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Curriculum Development, *Health Education, Hygiene, Lesson Plans, Prevention, Primary Education, Self Care Skills, State Curriculum Guides, Values Clarification, *Well Being
Identifiers—*Hawaii
This curriculum guide combines language arts skills development with health concepts for kindergarten through third grade students. Instructional emphasis is placed on preparing students to maintain or improve their health. Specific objectives dealing with values awareness, inquiry, problem solving, communication, and decision making related to preventing illness, injury, or harmful behavior are emphasized in the described activities. Each lesson lists student objectives, grade level, materials, teaching procedures, follow-up activities, and references. (CB)

ED 287 840 SP 029 494
The Catholic High School Teacher: Building on Research. Proceedings of the Symposium Based upon the Study: Sharing the Faith: The Beliefs and Values of Catholic High School Teachers (New York, New York, March 5-7, 1987).
National Catholic Educational Association, Washington, D.C.
Pub Date—Aug 87
Note—85p.; For related document, see ED 261 972.
Available from—Secondary School Department, National Catholic Educational Association, Suite 100, 1077 Thirtieth Street, N.W., Washington, DC 20007-3852 ($4.00, members; $5.30, non-members).
Pub Type— Collected Works - Proceedings (021) — Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Catholic Educators, *Catholic Schools, *High Schools, *Religious Education, Research Needs, *Teacher Attitudes, Teacher Characteristics, Teacher Education
This volume is the result of a national invitational symposium that sought to build on the research from "Sharing the Faith: The Beliefs and Values of Catholic High School Teachers." The full text of three major papers given at the symposium as well as excerpts from presentations by four Catholic high school teachers are presented. The first section of the volume presents a "Consensus Statement," detailing areas on which the participants generally agreed, including the purpose and staffing of the Catholic high school, assumptions about Catholic high schools, and recommendations for such schools. Titles and authors of the major conference papers are: (1) "Mindsets: A Way of Talking about Catholic High School Teachers" (John S. Nelson); (2) "The Self-Understanding of Catholic Secondary School Teachers" (Zeni Fox); and (3) "Building Responsive Catholic Schools: The Need for a Comprehensive, Long Range Diocesan Effort in the Religious Development of Catholic High School Teachers and Administrators" (Robert J. Starratt). (CB)

ED 287 841 SP 029 495
Neil, Roger
The Integration of Curriculum and Teacher Development (1890-1990): Roots and Rationale.
Pub Date—Jun 87
Note—84p.; Paper presented at the Canadian Society for the Study of Education (Hamilton, Ontario, Canada, May 31-June 3, 1987).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Curriculum Development, *Educational History, *Educational Trends, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Teacher Role
This paper considers how the metamorphosis of the curriculum movement from 1890-1990 relates to teacher education practices in the corresponding time period, with particular attention given to inservice teacher education. Part 1 briefly describes the history of curriculum change, part 2 highlights the history of inservice teacher education, and part 3 depicts how the two activities have met in the past. Lastly, part 4 considers the implications of current research and practice on curriculum and teacher development. It is concluded that six methods can be implemented to facilitate the integrated development of curriculum and inservice teacher education: reading circles, collegial supervision practices, classroom demonstrations and observations, workshops, action research, and teacher centers. Appended are extensive references and an historical overview of major changes in the meaning of curriculum. (CB)

ED 287 842 SP 029 496
Wingate, James G. Bowers, Fred
Appraising Teacher Performance: A Quantitative Approach.
Pub Date—Sep 87
Note—21p.; Some tables contain small print.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Evaluation Methods, *Models, Outcomes of Education, Secondary Education, Student Reaction, *Teacher Behavior, *Teacher Effectiveness, *Teacher Evaluation, Teacher Student Relationship
Following a brief research review regarding the relationship between teacher behavior and student outcomes, a model is proposed for identifying those teaching behaviors that are significantly related to high-quality student performance. The model's stages include: (1) delineation of questions; (2) establishment of a framework; (3) selection of an empirical model; (4) selection of instrumentation; (5) development and validation of instruments; (6) organizational diagnosis; (7) teacher observation; (8) data collection, tabulation, and analysis; (9) interpretation of findings; (10) communication of results; (11) replication; and (12) refinement. An example is presented of the use of such a model to determine the effectiveness of secondary school mathematics teachers in a hypothetical school district. (CB)

ED 287 843 SP 029 498
Bibliography of Research Related to Secondary Education.
National Center on Effective Secondary Schools, Madison, WI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Grant—G-008690007
Note—46p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Techniques, *Educational Change, *Educational Research, *Research Projects, *Secondary Education, Secondary School Curriculum, Secondary School Students, Teacher Characteristics, Teacher Education
This bibliography provides a recommended list of research and theoretical literature in the field of secondary education. Several references of general interest in secondary education are cited in Section I. Reform strategies designed to promote academic achievement are cited in Section II, covering such aspects as educational choices, class size, governance and organizational reform, grouping, curriculum remedies, staff training, and testing and evaluation strategies. Section III lists research projects conducted by the National Center on Effective Secondary Schools, covering such areas as adolescent development, at-risk students, higher order thinking, quality of teachers' work lives, and teacher collegiality. Author and subject indexes are included. (CB)

ED 287 844 SP 029 499
Rowell, C. Glennon
Status of Teacher Education Doctoral Programs and Coursework.
Pub Date—Apr 87
Note—22p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Doctoral Programs, Educational Philosophy, Educational Research, Foundations of Education, Graduate Study, Higher Education, *Teacher Education Curriculum, *Teacher Education Programs, Teacher Effectiveness, Teacher Evaluation
A survey (fall, 1986) was made of 153 doctoral-granting institutions to determine the extent to which teacher education is a focus of study apart from long-standing areas of study such as curriculum and instruction, special education, and reading. Also included was a section designed to determine what specific topics are studied by students in a separate teacher education program and if these topics are studied by other education majors. Responses were received from 129 of the institutions surveyed. Twenty-six indicated the existence of a separate focus in teacher education. Topics most frequently identified as areas of study follow: (1) current trends in teacher education; (2) research on effective teaching; (3) research on teacher evaluation; (4) historical/philosophical foundations of teacher education; (5) issues/problems in teacher education; and (6) research on design of teacher education programs. It was reported by respondents from the institutions that doctoral students in education other than those focusing on teacher education were not required to study these topics. (Author/DF)

ED 287 845 SP 029 501
Devine, Thomas G.
Teaching Study Skills. A Guide for Teachers. Second Edition.
Report No.—ISBN-0-205-08984-4
Pub Date—87
Note—359p.
Available from—Allyn and Bacon, Longwood Division, 7 Wells Avenue, Newton, MA 02159 ($34.95).
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Academic Ability, *Cognitive Processes, Elementary Secondary Education, Higher Education, Homework, Listening Comprehension, Memory, *Skill Development, Student Motivation, *Study Habits, Vocabulary Development
This book describes specific ways for teachers to assist their students in mastering skills needed for success in school. It is based upon the belief that

thinking can be improved, human intellect sharpened, and academic ability increased. A case for study skills is made in Chapter I. Chapter II provides guidelines for the immediate improvement of classroom listening, describes important research findings in listening upon which teaching needs to be based, and concludes with descriptions of successful lessons at elementary, secondary, and post-secondary levels. Chapter III highlights specific techniques for textbook reading and suggests ways for improving textbook use in general. The three content areas of mathematics, science, and literature are addressed in chapter IV. The fifth chapter considers study skills and thinking processes, while the sixth chapter addresses study skills and vocabulary development. Chapter VII describes notetaking, homework, and study guides. The eighth chapter discusses the use of research skills. Chapters IX and X address study skills in comprehension and reporting. The eleventh chapter considers the concepts of remembering, relating, and test-taking. Chapter XII discusses motivation, self-concept, and the study skills program. (CB)

ED 287 846 SP 029 503
Gunn, Jack Eiland, Phyfa
Collaboration among Districts: Another Answer!
Pub Date—Nov 87
Note—16p.; Paper presented at the National Conference of the National Council of States on Inservice Education (12th, San Diego, CA, November 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Consortia, *Educational Cooperation, *Educational Trends, Elementary Secondary Education, *Inservice Teacher Education, Program Effectiveness, Program Implementation, *School Districts, *Staff Development
Identifiers—*Mississippi
This paper considers the growing trend of collaboration among school districts, addressing the national trend in general and examining the perspective of and the trends in Mississippi in particular. The trend in Mississippi is a natural outgrowth of the reform movement in the state and will probably continue on both a formal and an informal basis because of the successes of existing consortia that have been particularly effective in the development of staff development programs. Details on how the Education Reform Act influenced the development of five formal consortia are provided, including discussion on state financing and private funds involved in establishment of the consortia. Program aspects such as leadership, involvement, group size, membership costs, and services are also described, as well as methods of informal collaboration. (CB)

ED 287 847 SP 029 505
Bauer, Norman J.
Toward a Paradigm Shift in Teacher Education: Renaming and Reorganizing the Knowledge Base.
Pub Date—Nov 85
Note—27p.; Paper presented at the American Educational Studies Convention (Chicago, IL, November 4-8, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Development, *Educational Change, Higher Education, *Preservice Teacher Education, *Program Improvement, *Teacher Education Programs, Teaching Experience
This presentation considers the need to rename and reorganize the traditional paradigm that governs the organization and implementation of undergraduate and graduate teacher education programs. Two particular components of the preparation paradigm–the academic component and the professional preservice component–are given particular attention. The paradigm shift is based on four major assumptions: (1) colleges and universities have served and will continue to serve as the locus for a substantial and very significant portion of teacher preparation; (2) the study of education constitutes a discipline in its own right; (3) teacher education reform and teaching profession restructuring are two very different types of educational reform; and (4) the current era is quite challenging in that a value breakup has occurred regarding teacher preparation, resulting in the possibility of constructing a new, improved paradigm for teacher preparation. (CB)

ED 287 848 SP 029 507
Petracek, Svatopluk
Inservice Training of Teachers: Issues and Trends. Information File, Number 5, 1986.
International Bureau of Education, Geneva (Switzerland).
Pub Date—86
Note—16p.
Pub Type— Collected Works - General (020) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Improvement, *Educational Trends, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Models, Program Evaluation
This paper reviews issues and trends in inservice teacher education, focusing on state-of-the-art activities, criticisms levied against inservice programs, objectives, structure, basic models, and program evaluation methods. Trends identified focus on efforts to improve programs, innovations, program length, teacher involvement in program development, and the need for systematic preparation and further education. Several organizations to contact for further information are included. (CB)

ED 287 849 SP 029 510
Courses and Programs in International Teacher Education: An Inventory of Promising Practices.
American Association of Colleges for Teacher Education, Washington, D.C.; International Council on Education for Teaching, Washington, D.C.; National Council on Foreign Language and International Studies, New York, NY.
Spons Agency—Office of Postsecondary Education (ED), Washington, DC.
Pub Date—31 Aug 87
Grant—008400281
Note—29p.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Higher Education, *International Education, Overseas Employment, *Preservice Teacher Education, Student Teaching, Study Abroad, Teacher Education Curriculum, *Teacher Education Programs
Identifiers—*American Association of Colleges for Teacher Educ
This directory of promising practices in international teacher education represents an inventory of 95 programs, courses, or projects that provide an international dimension in the undergraduate teacher preparation programs of member institutions of the American Association of Colleges for Teacher Education. Organized alphabetically by program topic, e.g., Comparative Education, Social Studies, etc., each listing provides information regarding the contact person, institution, address and telephone number, brief description of the program, course name, textbooks used, and activities that provide a global perspective to students and faculty. Activities include faculty development, internships, student teaching abroad, study tours abroad, study travel abroad, and travel study abroad preparation. (CB)

ED 287 850 SP 029 521
Dougherty, Sarah And Others
Guidelines for School Health Services.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
Pub Date—86
Note—163p.
Available from—New Jersey State Department of Education, Distribution Services, 225 West State St., Trenton, NJ 08625 ($6.25).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Elementary Secondary Education, *Health Education, Immunization Programs, Institutional Environment, Prevention, *Public Schools, *School Health Services, School Nurses, School Responsibility, *School Role, Screening Tests, *State Standards
Identifiers—*New Jersey
This publication was designed to assist chief school administrators, school nurses, school physicians, staff, and other school health personnel in developing, implementing, and evaluating sound school health programs for New Jersey public school students. Section I delineates responsibility for school health services, discussing the role of district boards of education, school nurses, school physicians, school nurse supervisors, dentists, and optometrists. Section II, on pupil health appraisal and assessment, discusses health appraisals and audiometric, tuberculosis, scoliosis, vision, and blood pressure screening. Immunization monitoring, observation of pupils with communicable diseases, first aid and emergency care, and administration of medication are addressed in Section III. Health supervison of school personnel is discussed in Section IV. Supervision of the environment is the topic of Section V, in which the physical environment, eye protection, emotional climate, and the health services office are discussed. Appendices present New Jersey statutes regarding school health, alcohol, and drugs; an admininstrative code regarding school health, safety, and physical education; and a list of nursing/health professional organizations, resources, and publications. (CB)

ED 287 851 SP 029 526
Health Education. Common Curriculum Goals.
Oregon State Dept. of Education, Salem.
Pub Date—Oct 87
Note—57p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Development, *Educational Objectives, Elementary Secondary Education, *Health Education, Nutrition Instruction, Physical Fitness, State Curriculum Guides, *State Standards, Well Being
Identifiers—*Oregon
This guide presents the common curriculm goals for health education developed by the Oregon State Department of Education. Four content strands –safe living, stressor/risk-taking management, physical fitness, and nutrition–are a synthesis of the traditional health education and health promotion objectives. Knowledge and skills objectives are listed for each of the content goals within the strands, with specific degrees of expertise outlined for grades 3, 5, 8, and 11. (CB)

ED 287 852 SP 029 540
Friedman, Malcolm
Project Linkage: School/University Collaboration in the Development of a Masters Degree Program for Inner City Teachers.
Pub Date—Nov 87
Note—16p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (12th, San Diego, CA, November 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College School Cooperation, Curriculum Development, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Masters Programs, *Participative Decision Making, *Program Development, Staff Development, *Teacher Participation, Urban Education
Identifiers—*Long Island University NY
Teacher empowerment and participation is essential for successful reform of education. This paper considers basic school/university partnership needs, including off-campus study opportunities, university experience in such partnerships, decision making and implementation procedures, faculty attitudes toward teachers, and needs assessment processes. An overview is provided of Project Linkage, a partnership developed betwen Long Island University (New York) and a New York City school district, that sought to provide staff development opportunities for teachers. The project's goals, background, and design are discussed. The course sequence for a master's degree program established by the partnership is also described. (CB)

ED 287 853 SP 029 542
Hohn, Robert L.
Research on Contextual Effects and Effective Teaching.
Pub Date—16 Oct 86
Note—14p.; Paper presented at the Midwestern Educational Research Association (Chicago, IL, October 16, 1986).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Educational Research, Elementary Secondary Education, Expectation, Questioning Techniques, Student Responsibility, *Teacher Effectiveness,

Teacher Student Relationship

The paper examines several statements often considered to be basic recommendations emerging from recent research on effective teaching. Each statement is examined in terms of what is known about the effect of context on the particular recommendation. Statements examined are the following: (1) Teachers who set and communicate high expectations to all their students obtain greater academic performance from those students than teachers who set low expectations; (2) Student achievement rises when teachers ask high level questions; (3) Teachers should employ random patterns of calling upon students to recite in order to ensure high rates of attention and continued involvement in the cognitive demands of the lesson; (4) Effective teachers should minimize "call-outs" by pupils to maintain order and to increase academic learning time; and (5) Effective teachers promote self-sufficiency by encouraging students to take responsibility for their own classwork. (CB)

ED 287 854 SP 029 710

Bennett, William J.

James Madison High School. A Curriculum for American Students.

Department of Education, Washington, DC.

Pub Date—Dec 87

Note—49p.; Twelve pages printed on gray paper may not reproduce well.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, Cognitive Development, *Core Curriculum, Course Content, *Curriculum Development, *Demonstration Programs, High Schools, Required Courses, *Secondary School Curriculum, Student Motivation

Identifiers—Excellence in Education, *James Madison High School Curriculum

This document presents the Secretary of Education's personal concept of a sound secondary school core curriculum. It is called "James Madison High School" in honor of President James Madison and his strong views that the people, in order to govern properly, must arm themselves with knowledge. The theoretical curriculum consists of four years of English, and three years each of social studies, mathematics, and science, two years each of foreign language and physical education, and a half-year each of art and music. A brief discussion is offered on the desirability of a curriculum that makes available a shared body of knowledge and skills, a common language of ideas, and a common moral and intellectual discipline. A chart describing the four-year plan of the program shows the number of years required for each core subject and the names of the courses that fulfill them. To demonstrate the flexibility of the program, sample schedules for three students pursuing different goals are outlined. Profiles of seven exemplary high school programs provide an insight into what is currently being accomplished with rigorous core curriculums. The profiled schools, each serving students of diverse backgrounds, are: (1) A. Philip Randolph Campus High School (New York); (2) CAL High School (Iowa); (3) James A. Garfield High School (California); (4) Shawnee Mission South High School (Kansas); (5) Portland High School (Maine); (6) Xavier Prep School (Louisiana); and (7) Wayland High School (Massachusetts). (JD)

TM

ED 287 855 TM 870 489

Dodd, Alan Shaughnessy, Michael F.

The Assessment of Study Skill Behavior.

Pub Date—30 Apr 87

Note—17p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Albuquerque, NM, April 30, 1987).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, *Course Evaluation, Higher Education, Knowledge Level, Multiple Choice Tests, Pretests Posttests, *Remedial Instruction, Student Behavior, *Study Habits, *Study Skills, *Test Construction

Identifiers—ACT Assessment

This study evaluated the acquisition of study skills in high-risk college freshmen enrolled in a developmental course, "Introduction to University Studies." The construction of the 30-item multiple choice instrument was described. The test reflected the objectives of the course, covering traditional study skill topics such as self-assessment, time management, memory, reading, note-taking, test-taking, and creativity, as well as personal concerns such as relationships, money, resources, careers, and health. Thirty students required to enroll in the course were given pre-tests and post-tests. Their performance was compared to that of 29 students who were not required to take the course because of higher American College Test scores. Significant gains from pre-test to post-test were obtained. Comparison with the students who were not required to take the course showed parallel scores. The importance of other variables such as grade point average and utilization of skills on success in college should be considered. Tables related to test reliability are included, and the 30-item evaluation is appended. (MDE)

ED 287 856 TM 870 491

Comprehensive Assessment Report, Pearl River School District.

Pearl River Union Free School District, NY.

Pub Date—86

Note—75p.; Some pages contain small, light type.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Achievement Tests, College Entrance Examinations, *Educational Assessment, Educational Testing, Elementary Secondary Education, *Enrollment, *Local Norms, Minimum Competency Testing, *Profiles, School Districts

Identifiers—*Pearl River School District NY

The 1986 Comprehensive Assessment Report on the Pearl River (New York) Public School District describes the district's 1,807-student population (grades K through 12), the community, and its schools. Tables provide data on: (1) students' performance on standardized tests, including the California Achievement/Aptitude Tests; New York State Pupil Evaluation Program, Preliminary and Regents Competency Tests, and Regents Examinations; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test; and College Entrance Examination Board Achievement Tests; (2) high school graduation results; (3) enrollment, attendance, and dropout rates; (4) racial/ethnic distribution and limited English proficiency status; (5) average class size; and (6) pupil/staff ratio, socioeconomic indicators, and pupil mobility. Data are also provided on the awarding of scholarships, and on elementary, middle, and high school enhancement programs. Special programs for the Senior Class (honors courses, advanced placement, and advanced college credit) are mentioned, along with the Seniors' postsecondary plans. (MGD)

ED 287 857 TM 870 526

Appenzellar, Anne B. And Others

Validity Studies of College Board Achievement Tests in Physics and Mathematics for Use in Course Placement in Engineering Physics at U.T. Austin, 1981-1983.

Texas Univ., Austin. Measurement and Evaluation Center.

Report No.—RB-83-12

Pub Date—Dec 83

Note—64p.; Sample achievement test page in appendix A has small type.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Achievement Tests, *College Entrance Examinations, College Science, Cutting Scores, Engineering, *Equivalency Tests, Grade Prediction, Higher Education, Mathematics, *Physics, *Predictive Validity, *Student Placement, Test Validity

Identifiers—*College Board Achievement Tests, Scholastic Aptitude Test, University of Texas Austin

Because of the high rate of failure of engineering students in a required engineering physics course at the University of Texas at Austin, College Board Achievement Test (CBAT) scores in Mathematics Level 1 for 537 students enrolled in the course were compared with their physics grades. Performance on the mathematics section of the Scholastic Aptitude Test was also investigated. Since the correlation between scores and grades proved inadequate, 283 students beginning the physics course took the CBAT in physics for later correlation with final course grades. This, in combination with CBAT Mathematics Level 1 scores, provided an adequate correlation, but one which might detour too many students into an introductory physics course. Therefore, performance in the required physics course of those students who had taken introductory physics was compared with that of students who had not. When correlated with performance on the CBAT Mathematics Level 1 scores, three cutoff scores were identified: (1) scores of 600 or below strongly suggested enrollment in the introductory physics course; (2) scores between 610 and 680 indicated a borderline area; and (3) scores above 690 indicated readiness for the required physics course. (Appendices include sample CBAT items and instructions for students; student questionnaire items; and a letter from the chairman of the physics department setting forth the cutoff score recommendations). (MGD)

ED 287 858 TM 870 559

Psychological Sciences Division: 1985 Programs.

Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Report No.—OCNR-11487-6

Pub Date—Dec 85

Note—189p.

Pub Type— Reports - General (140) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, *Cognitive Processes, *Cognitive Psychology, *Decision Making, Group Behavior, Human Factors Engineering, Information Processing, Literature Reviews, Military Personnel, *Military Training, *Psychological Studies, Research Design, *Research Projects, Training

Identifiers—*Office of Naval Research

This booklet describes research carried out under sponsorship of the Psychological Sciences Division of the U.S. Office of Naval Research during Fiscal Year 1985. The booklet is divided into three programmatic research areas: (1) Engineering Psychology; (2) Personnel and Training; and (3) Group Psychology. Each program is described by an overview which is followed by thematic clusters of related efforts. Each cluster is described by individual projects, or work units, which were either completed or active during 1985. Each report of research is about one page, and includes scientific objectives, approach, progress, potential applications, and funding source. All work unit descriptions also include a listing of the technical reports and archival publications produced during the year. Most of the programs are basic in nature, with a selected augmentation of applied research and exploratory development effort. The range is from direct military decision making applications to instructional theories and computer-assisted instruction. (Author/MDE)

ED 287 859 TM 870 560

Johnstone, Whitcomb G. Wilson, Michael J.

Standardized Test Selection Practices in the Public Schools.

Pub Date—Apr 87

Note—23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Testing, Elementary Secondary Education, *Evaluation Criteria, Information Utilization, National Surveys, *Psychometrics, *Public Schools, Rating Scales, School Districts, Standardized Tests, *Test Format, Testing Programs, *Test Selection

Identifiers—Test Directors

This survey investigated: (1) the extent that psychometric criteria are used in test selection; (2) the weight given to different types of psychometric information relative to other qualities of the test; and (3) possible reasons for differences among districts. Directors of testing offices, including members of the National Association of Test Directors, from 200 school districts were asked to rate 13 areas considered to be evaluative criteria in test selection. Component items within each global area were also rated. Eighty-one districts responded. Analysis showed that importance was attached to test validity, test reliability, and norming/standardization. Test administration was the only non-psychometric criterion ranked as high as any psychometric criterion. In general, it was found that school districts tended to place heaviest emphasis on psychometric criteria in evaluating tests, though certain non-psychometric criteria involving directions given to students and examiners were also weighted highly. The relative importance of psychometric and non-psy-

chometric criteria in test selection did not appear to vary with district size or other characteristics, although the level of importance assigned to either type of criteria appeared to correlate with the level of importance assigned to the other. (MDE)

ED 287 860 TM 870 561
Saxl, Ellen R. Robinson, Jennifer J.
Using Pre-structured Cases to Examine New Professional Roles: The Outsider Looks In.
Center for Policy Research, New York, N.Y.
Pub Date—Apr 87
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Case Studies, Educational Cooperation, *Educational Research, Elementary Secondary Education, Evaluation Methods, Interprofessional Relationship, *Qualitative Research, Research Methodology, *Resource Teachers, *Teacher Centers, Teacher Improvement, Teacher Role
Identifiers—Collaborative Research, *Teacher Specialists
Evaluation of the professional role of teacher specialists in New York City (New York) Teacher Centers was conducted through use of an innovative case study approach. Three research/evaluation questions were considered: (1) what services were being delivered? (2) what impact these services have at individual teacher, school, and district/system-wide levels? and (3) what factors accounted for these impacts and changes? Evaluation proceeded along two general lines. The first was a running documentation system used to track the delivery of teacher center services. The second included two qualitative approaches used by specialists and researchers–vignettes and pre-structured case studies. Pre-structured cases originate with a conceptual framework, specific research questions, and a set of focused instruments. Teacher Centers and teacher specialists in three different schools were the subjects of case studies. Two themes emerged from the completed case studies–the unique role of the teacher specialists and the symbolic nature of the Teacher Center. Pre-structured case studies proved to be efficient in use of time and focus. They may preclude exploring unanticipated opportunities that may arise. The qualitative approaches encouraged collaboration, shared responsibility, and improved opportunities to study complex situations. (MDE)

ED 287 861 TM 870 562
Mertens, Donna M.
The Employer's View of Research and Evaluation Skills.
Pub Date—86
Note—30p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Employer Attitudes, Employers, *Employment Opportunities, Employment Projections, Evaluation, *Evaluators, *Hearing Impairments, Higher Education, Interviews, Job Analysis, Job Skills, *Occupational Information, Occupational Surveys, *Researchers, Research Skills
Identifiers—Gallaudet University DC
Employers from a variety of job placement settings and disciplines were surveyed concerning the critical skills for the research and evaluation professional, implications for training, and future job prospects. The survey, conducted by Gallaudet University (Washington, D.C.), also examined attitudes toward hiring hearing impaired persons. Through a phone survey of 69 employers of evaluation research personnel and a mail survey of a subset of 48 of those employers, information was obtained regarding the nature of the organization, the kinds of skills needed in research and evaluation, the respondent's background, interest in providing an internship, and future job prospects. The organizations surveyed represented a range of employing organizations. The results of the survey confirmed that it is possible to identify a generic set of skills needed to do research and evaluation that apply across a variety of types of organizations. These include skills in traditional research methodology, evaluation, administration and communication, statistical analysis, and computer usage. In some settings, particular skills would be emphasized more than in others. The results indicated a very receptive market for employees or interns in large organizations. Positive attitudes toward hiring hearing impaired personnel were reported. (The initial questionnaire and interview questions are appended.) (MDE)

ED 287 862 TM 870 563
McKenna, Bonnie And Others
The Nature of Selection and Judging for the Teacher of the Year Award.
Pub Date—Apr 87
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Awards, Competitive Selection, Elementary Secondary Education, *Evaluation Criteria, *Judges, National Surveys, *Professional Recognition, Standards, State Programs, Teacher Effectiveness, *Teacher Evaluation, Validity
Identifiers—Council of Chief State School Officers, *Teacher of the Year
This paper reports on the investigation of the operation of the Teacher of the Year Award program in 28 states. It focuses on the method of selection for recipients of this award, and explores the nature of the judging process used in selecting candidates at both the state and national levels. Specific objectives are: (1) to determine the criteria and procedures used for selection of award recipients; (2) to document how judges are selected and to describe the training these judges receive; and (3) to compare the selection and training procedures for judges of the Teacher of the Year Award with procedures used in other disciplines. The study indicates that judges of livestock and dog competitions receive more training and experience than those who select the teacher of the year. Data from this study suggest that the conceptions of teaching and its evaluation which are reflected by this award, if not inaccurate, are disconcerting. Classroom behaviors, application of verified teaching strategies, and effects upon students are included in the selection criteria utilized by only two of the 28 states in the sample. A number of policy implications are explored in this analysis. (Author/MDE)

ED 287 863 TM 870 565
Sternberg, Saul And Others
Steps toward an Empirical Evaluation of Robust Regression Applied to Reaction-Time Data.
Pennsylvania Univ., Philadelphia.
Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Pub Date—Nov 86
Contract—N00014-85-K-0643
Note—27p.; Distribution list included may not reproduce well.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, Evaluation Criteria, Goodness of Fit, *Least Squares Statistics, *Mathematical Models, Multiple Regression Analysis, *Reaction Time, *Regression (Statistics), Research Design, Statistical Analysis, Visual Stimuli, Weighted Scores
Identifiers—*Robust Regression
Because analyses of reaction-time data are sensitive to aberrant observations and violations of statistical assumptions, a new approach is suggested. In this empirical approach, one applies the same criteria to the problem of selecting a statistical method as one uses to select among alternative experimental procedures. Six criteria are presented which clarify whether or not the data are orderly, or make sense. Following are five tests, based on a set of about 36,000 observations, in which ordinary least-squares multiple regression is compared with Huber's robust iteratively reweighted least-squares method. The five tests are: (1) extent of invariance across probe delays in effect of target identity; (2) extent of invariance across probe modalities in effect of target identity; (3) deviation from linearity of array-size effect; (4) extent of invariance of array-size effect across probe modalities; and (5) clarity of model comparisons. Results favor the robust method. (Author/MDE)

ED 287 864 TM 870 572
Braverman, Marc T. D'Onofrio, Carol N.
Evaluating Tobacco Education Programs for Youth: Distinctions between In-School and Out-of-School Designs.
Pub Date—Oct 86
Note—26p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, Case Studies, Community Programs, Elementary Secondary Education, *Evaluation Methods, Health Education, *Nonschool Educational Programs, Preadolescents, Prevention, Program Effectiveness, *Program Evaluation, School Activities, *Tobacco, *Youth Clubs
Identifiers—*4 H Programs, *Smokeless Tobacco
The evolution of health education programs aimed at reducing the use of tobacco is discussed, and out-of-school educational programs are compared with in-school programs. Further, methodological differences in program evaluations were considered. Out-of-school programs are defined as involving several dimensions not found in schools: (1) goals and objectives; (2) nature of activities–experiential, educational, recreational, or unstructured; (3) structure or schedule of meetings–camps, daily, weekly, or monthly; (4) leaders–volunteer parents or coaches; and (5) range of ages, and other characteristics of youth clientele. Discussion of the out-of-school groups is limited to such groups as 4-H, Boy Scouts, Girl Scouts, Campfire, Boys' Clubs, and YMCA programs. Three elements in the design of in- and out-of-school projects are compared: unit of analysis (group versus individual); generalizability of the study; and potential for treatment contamination. The on-going case study, Project 4-Health, is described, as are the project's three phases: assessing the use of smokeless tobacco in 4-H youth in California; developing and field testing programs about tobacco and smokeless tobacco; and follow-up. (MGD)

ED 287 865 TM 870 577
Mahoney, Susan S.
Credit by Examination at the University of Texas at Austin, 1985-1986.
Texas Univ., Austin. Measurement and Evaluation Center.
Report No.—SR-86-2
Pub Date—Apr 87
Note—100p.; For 1984-85 study, see ED 273 650.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Achievement Tests, *Advanced Placement, Biology, Chemistry, Chinese, *College Credits, *College Curriculum, College English, College Entrance Examinations, College Mathematics, College Science, Computer Science, Economics, Engineering, *Equivalency Tests, French, German, Higher Education, History, Intellectual Disciplines, Latin, Physics, Political Science, Psychology, Russian, Sociology, Spanish, *Student Placement, Testing Programs
Identifiers—Advanced Placement Examinations (CEEB), College Board Achievement Tests, College Level Examination Program, *University of Texas Austin
The University of Texas (UT) at Austin's credit by examination program is described. In 1985-86, credit by examination was offered in 55 subjects. Details were provided for each of 18 subject areas in which over 20 tests were administered: Biology; Chemistry; Chinese; Computer Science; Economics; Electrical Engineering; English; French; German; Government; History; Latin; Mathematics; Physics; Psychology; Russian; Sociology; and Spanish. Results were also tabulated for the 37 subjects in which less than 20 tests were taken. Five categories of tests were administered: (1) UT Austin institutional administrations; (2) UT Austin departmental administrations; (3) national administrations of College Level Examination Program Subject Examinations; (4) College Board Achievement Tests; and (5) College Board Advanced Placement Examinations. Of 11,381 students who took 25,650 tests, one-third earned no credits; others earned from 1 to 76 semester hours of credit eligibility. The impact of credit by examination on the UT schools and colleges that participated in the program, and comparison of the 1985-86 test results with those of preceding years are briefly discussed. (MGD)

ED 287 866 TM 870 582

Lieberman, Ann
Documenting Professional Practice: The Vignette as a Qualitative Tool.
Pub Date—Apr 87
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adoption (Ideas), *Case Studies, Educational Research, Elementary Secondary Education, *Evaluation Methods, *Qualitative Research, Research Methodology, Resource Teachers, *Teacher Centers, Teacher Improvement
Identifiers—Collaborative Research, *Teacher Specialists, *Vignettes
Use of the vignette as a tool in qualitative educational research is relatively new. Vignettes were used to capture the nuances of the work of teacher specialists in the New York City (New York) Teacher Centers. The teacher specialists had shared with evaluators their belief that despite a deserved reputation for effective work, they had a sense of doubt about actual impact. Qualitative instruments to keep track of activity and case studies enabled evaluators to understand the dynamics of the teacher specialists' work. In addition, vignettes were created as tools for revealing subtleties not apparent to an outside evaluator. The vignettes contained a series of topics designed to get at the way the specialist actually worked. Each vignette was six to ten pages in length. The outline covered eight mutually determined questions. Examples of two vignettes are in the text of the paper. A total of 16 vignettes were written. They revealed the quality of the specialists' work and provided a viable source of data on the impact of their work. The two vignettes included describe: (1) an intervention to assist a beginning teacher; and (2) successful efforts to involve an experienced teacher in supporting learning centers. It was concluded that the vignette appears to hold real promise as a tool for collecting qualitative data. (MDE)

ED 287 867 TM 870 584
Feldman, H. S.
Evaluation of the 1985-86 Beginning Teacher Program.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
Pub Date—Aug 86
Note—59p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Attitude Measures, *Beginning Teachers, Elementary Secondary Education, *Inservice Teacher Education, Participant Satisfaction, *Program Evaluation, School Districts, State Standards, *Teacher Certification, *Teacher Supervision, Teaching Skills
Identifiers—Dade County Public Schools FL, Florida, *Florida Beginning Teacher Program, Teacher Assessment and Development System
The Florida Beginning Teacher Program was evaluated in 1985-86 to determine its impact on teacher performance and to study problem areas identified in the 1984-85 evaluation. A sample of 43 beginning teachers and their support team members (a peer teacher, a building-level administrator, and one or more professional educators) completed surveys. Data on teacher performance were obtained from the Teacher Assessment and Development System (TADS) Classroom Assessment Instrument Post-Observation Report and by interviewing program staff and examining the School Registration-/Updating Forms and Profile Sheets. Results showed improvement in issues raised in the 1984-85 evaluation. Most beginning teachers improved in the assessment areas, with the largest improvement reported in: (1) preparation and planning; (2) classroom management; (3) techniques of instruction; and (4) assessment techniques. Results also indicated, however, that beginning teachers in special subject areas (e.g., guidance) felt the training was not relevant to them. Numerous respondents indicated the orientation and training materials were out of date. Appendices include the list of the program's 34 generic teaching competencies with TADS referents, and the survey forms for beginning teachers, peer teachers, building-level administrators, and other professional educators. (MGD)

ED 287 868 TM 870 588

Thompson, Bruce
The Use (and Misuse) of Statistical Significance Testing: Some Recommendations for Improved Editorial Policy and Practice.
Pub Date—Apr 87
Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Analysis of Variance, Data Interpretation, Editors, *Effect Size, Error of Measurement, *Hypothesis Testing, Literature Reviews, Reliability, Research Design, *Research Problems, Sample Size, *Scholarly Journals, Statistical Bias, *Statistical Inference, *Statistical Significance
Identifiers—*Editorial Policy, Null Hypothesis
This paper evaluates the logic underlying various criticisms of statistical significance testing and makes specific recommendations for scientific and editorial practice that might better increase the knowledge base. Reliance on the traditional hypothesis testing model has led to a major bias against nonsignificant results and to misinterpretation of significant results. A finding of statistical significance does not mean that the null hypothesis is false, since there are many factors affecting statistical significance such as sample size and the measurement reliability of the data. Furthermore, statistical significance alone does not permit evaluation of the importance of a finding. An effect size statistic, such as eta-squared, is more appropriate for this purpose, and editors of scholarly publications should encourage routine reporting of effect sizes. Greater reporting of nonsignificant results should also be encouraged, accompanied by power analyses to estimate Type II error. Nonsignificant results can be meaningful if the study's power to detect an effect was high. Finally, the paper emphasizes the crucial role of replication in separating true effects from Type I errors. The paper integrates analyses and criticisms of statistical practice from a variety of sources–77 references are included. (LPG)

ED 287 869 TM 870 589
Wu, Wei
Educational Research in China: Guiding Principles and Major Tasks.
Pub Date—Apr 87
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communism, Developing Nations, Educational Development, Educational Planning, *Educational Policy, Educational Principles, *Educational Research, Foreign Countries, Marxian Analysis, *Marxism, Modernization, *Research and Development, Research Problems, Research Projects, Socialism
Identifiers—*Central Institute of Educational Research (China), *China
This account of efforts to reconstruct educational research in China, guided by Marxist principles and reflective of a national policy of building a "socialist spiritual civilization," presents the major requirements of that endeavor. Educational sciences are to be guided by four understandings: correct theories; realistic policies; improved teaching methods; and necessary rules and regulations. In addition, China's research on educational sciences will abide by the following guidelines: orientation toward modernization, to the outside world, and to the future; adherence to the principle of integrating theory and practice; correct handling of relationships between national construction and education, between macro- and micro-research, between basic and applied sciences, between research and experimentation, and between criticism and appreciation of inheritance; and establishment of a "good style of learning" within the educational research community. China's educational research community has set for itself as the following major task goals during the Seventh Five-Year Plan period, to engage in research on: (1) general educational guidelines and major educational theories; (2) development strategy; (3) reforms of education; (4) ethics education; (5) comparative education; (6) evaluation and management; and (7) legislation. It is acknowledged that, in order to reach these goals, major efforts in coordination and funding are needed. (MDE)

ED 287 870 TM 870 592
Rogers, H. Jane Hambleton, Ronald K.
Evaluation of Computer Simulated Baseline Statistics for Use in Item Bias Studies.
Massachusetts Univ., Amherst. School of Education.
Report No.—LPER-162
Pub Date—29 Jun 87
Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Simulation, *Cutting Scores, Grade 9, *Latent Trait Theory, Mathematical Models, Reading Tests, Sampling, Secondary Education, *Sex Bias, Sex Differences, Statistical Studies, *Test Bias, Test Items
Identifiers—*Mantel Haenszel Procedure, *Root Mean Square (Statistics)
Though item bias statistics are widely recommended for use in test development and analysis, problems arise in their interpretation. This research evaluates logistic test models and computer simulation methods for providing a frame of reference for interpreting item bias statistics. Specifically, the intent was to produce simulated sampling distributions of item bias statistics under the no-bias hypothesis, for use in determining cut-off points to provide guidelines for interpreting item bias statistics obtained with actual test data. In this case, potential sex bias was studied in the item responses of 937 Cleveland ninth graders to 75 items from the 1985 Cleveland Reading Competency Test. Results supported the basic data simulation approach used in the study. Real and simulated distributions for three item bias statistics (area between characteristic curves, root mean squared differences between curves, and the Mantel-Haenszel statistic) when bias was not present were very similar. The minor differences found between the distributions had little effect on the interpretation of item bias statistics obtained with actual data. Seven steps for applying the method of computer-simulated baseline statistics in test development settings were outlined. (Author/LPG)

ED 287 871 TM 870 593
Nichols, Diane B.
Florida's SSAT, Part I: Dealing with Its Problems While Developing Instructional and Remediation Strategies.
Nova Univ., Fort Lauderdale. Center for the Advancement of Education.
Pub Date—87
Note—156p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Basic Skills, Curriculum Development, Grade 2, Grade 3, Instructional Materials, Material Development, *Minimum Competency Testing, Primary Education, *Remedial Programs, Scores, State Programs, *State Standards, *Testing Programs, Test Items, Test Use, *Test Wiseness
Identifiers—Florida, *Florida State Student Assessment Test
This practicum report is a structured account of efforts to improve student test scores and maximize the use of available test data in two rural Florida schools. This practicum was designed to evaluate the meaningfulness and use of Florida's State Student Assessment Test (SSAT) to teachers of second and third grade students. The SSAT is required at grades 3, 5, 8, and 11. The project focused on third grade tests in one large, rural elementary school. Students at this school were achieving 1% to 11% lower on the skills tested on the 1985 SSAT than other third grade students in the district. Comparison of 1984 and 1985 SSAT scores showed decreases in test scores, with the largest occurring in mathematics. Steps taken to improve this situation included inservice teacher training in test interpretation, test administration, and utilization of data. Curriculum guides were revised and new materials adopted. There was a decrease in the number of deficient areas on the SSAT, and scores increased over the previous year. Test data, conference evaluation forms, analysis materials, and instructional materials are included in the report. Over half of this document contains test items to be used for student review and practice. (MDE)

ED 287 872 TM 870 598
Trautner, Hanns Martin
The Significance of the Appearance-Reality Distinction for the Development of Gender Constancy. Nr. 7, 1985/1.
Munster Univ. (West Germany). Psychological Inst.
Spons Agency—Volkswagen Foundation, Hanover (West Germany).
Pub Date—Apr 85
Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Canada, April 25-28, 1985).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, *Child Development, Cognitive Tests, Early Childhood Education, Foreign Countries, Sex Differences, *Sexual Identity, Social Cognition, Young Children
Identifiers—*Gender Constancy, *Reality, West Germany
Attainment of gender constancy is commonly asserted if gender is judged invariant despite superficial opposite-sex transformations, such as in hairstyle, clothing, or behavior. This notion suggests that the distinction between appearance and reality is crucial for gender constancy understanding. Four tasks requiring differentiation between appearance and reality and a gender constancy test were administered to 130 West German boys and girls aged 4 to 9 years. The experimental design controlled for feedback effects and effects of sequence of test administration. All subjects (N=56) who achieved gender constancy solved all of the appearance-reality-distinction tasks correctly. All subjects (N=37) who failed at least in one of the latter tasks were found to have no gender constancy understanding. The subjects who reliably discriminated between appearance and reality obtained high gender constancy scores regardless of age. No feedback or sequence effects could be observed. Results indicated that the distinction between appearance and reality is a necessary, though not sufficient, developmental prerequisite of gender constancy understanding. The appearance-reality distinction develops at an earlier age than gender constancy understanding. Furthermore, when a reliable appearance-reality distinction exists, higher gender constancy scores can be observed regardless of age. (Author/MDE)

ED 287 873 TM 870 603
Isenberg, Joan P. And Others
The Role of Collaboration in Scholarly Writing: A National Study.
Pub Date—Apr 87
Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Authors, Educational Cooperation, Educational Research, *Faculty Publishing, Higher Education, Interprofessional Relationship, *Scholarly Journals, *Teamwork, *Writing for Publication, Writing Processes
Identifiers—*Collaborative Writing, *Multiple Authorship
Collaborative scholarly writing published in education journals was studied. Two basic investigative approaches were used. The first was to directly examine 26 major education journals published from 1984-86. This yielded information about the incidence of multiple authorship, the type of journal articles published (practical, research, or theoretical), and sex of authors. By using a subset of 16 journals, the composition of collaborative writing teams was also analyzed. More males were published authors, both singly and collaboratively. They were also the senior authors of collaborative writing teams more often than females. A survey about collaborative scholarly writing was the second strategy in this study. The survey contained items pertaining to the particular published article used to identify the author, as well as items about collaborative writing in general. Of 1,027 surveys mailed, 547 usable surveys were returned. Responses to the questionnaire resulted in useful information about: (1) the reasons for collaboration; (2) criteria for selecting co-authors; (3) ways that authors determine tasks, generate a first draft, and allocate credit for authorship; and (4) deterrents to multiple authorship and other ethical issues. A hypothetical model for the collaborative writing process was designed, based upon subjects' written responses to the 18 open-ended survey items. (The Collaborative Professional Writing Survey is appended.) (Author/MDE)

ED 287 874 TM 870 604
Zhang, Weicheng
A Review of the State of Chinese Educational Research, Especially the Recent Great Debate on the Essence of Education.
Pub Date—Feb 87
Note—19p.; Best copy available. Document contains small, light type.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Chinese Culture, *Communism, Comparative Education, Developing Nations, *Educational Research, *Educational Theories, Foreign Countries, Marxian Analysis, Marxism, *Modernization
Identifiers—*China
Educational research in China has reflected the turmoil and political changes of that nation. Stating at the outset that education in China is insufficient for meeting the demands of modernization, the paper shows how failure to understand the role of educational research has contributed to this condition. An overview of educational research and political history of China provides a framework. The focus of this paper is primarily on the great debate on the problem of the essence of Chinese socialist education that occurred from 1978-86. Five different views emerged during the debate: (1) education serving the economic basis of society; (2) education of human beings with differing characteristics; (3) education as an element of systems engineering; (4) education as an instrument to transmit human experiences of social life and material production; and (5) education as human development. Out of this wealth of aims came clarification and strategy. The paper sets forth principles of Chinese socialist education. Ten features of education congruent with those principles are presented. Several important theoretical and practical questions about socialist education that are now being debated in China are reported and commented on. (MDE)

ED 287 875 TM 870 617
Civics: United States Government & Politics Objectives, 1988 Assessment.
National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-O-88685-068-1; NAEP-19-C-10
Pub Date—Sep 87
Grant—NIE-G-83-0011
Note—29p.
Available from—National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, CN6710, Princeton, NJ 08541-6710 (Booklet No. 19-C-10, $5.00 plus $1.50 postage; multiple copy discounts available).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Citizenship Education, *Civics, Cognitive Objectives, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Law Related Education, Measurement Objectives, *National Competency Tests, National Surveys, Testing Programs
Identifiers—*National Assessment of Educational Progress
The 1988 Civics Objectives Assessment is the fourth such assessment since the National Assessment of Educational Progress (NAEP) program was initiated in 1969. It outlines the objectives and framework for assessing U.S. civics programs at grades 4, 8, and 12. This outline includes provision for assessment in terms of content, context and cognition. Outlines of the content include: (1) rights, responsibilities and the law; (2) political processes; (3) political institutions (structure and function); and (4) democratic principles and the purpose of governments. The context, or level, for assessing these principles, are the home, school, community, state, nation, and world; content is to be assessed at increasing levels of context at increasing grade levels. Cognitive objectives are knowledge of the content, and understanding and application of the content of citizenship and participation in political processes. The booklet also elaborates on the areas of content that are included in the assessment, and lists the members of the NAEP civics advisory committees and the development consultants and reviewers who participated in the development of the Civics Objectives for 1988. (JGL)

ED 287 876 TM 870 618
Reading Objectives, 1986 and 1988 Assessments.
National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-88685-063-0; NAEP-17-19-R-10
Pub Date—Jun 87
Grant—NIE-G-83-0011
Note—32p.
Available from—National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, CN6710, Princeton, NJ 08541-6710 (Booklet No. 17/19-R-10, $5.00 plus $1.50 postage; multiple copy discounts available).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Assessment, *Educational Objectives, Elementary Secondary Education, Literature Appreciation, Measurement Objectives, *National Competency Tests, National Surveys, Reading Ability, Reading Achievement, *Reading Comprehension, Reading Instruction, Reading Processes, *Reading Tests, Teaching Methods, Testing Programs
Identifiers—*National Assessment of Educational Progress, *Reading Proficiency Scale (NAEP)
The 1986 and 1988 Reading Objectives Assessment of the National Assessment of Educational Progress (NAEP) reflects a consensus of opinion about the processes of reading for grades 4, 8, and 12. The objectives are based on an interpretation of reading as an interactive process between the reader, the reader's purposes and previous experiences, the material being read, and the context in which the reading occurs. The objectives outlined here are: (1) comprehending, including comprehending material read for a particular purpose; (2) extending comprehension, including analyzing interpreting and evaluating what has been read; (3) managing the reading experience, including using the structure and organization of the text, using readers' aids (e.g., heading, subheadings, graphs, charts, etc.), showing flexibility of reading style for different purposes, and selecting reading materials appropriate to the purpose; and (4) valuing reading, for enjoyment, to improve understanding and fulfill personal goals, to acquire knowledge and skills, and to appreciate the cultural role of written language. The booklet also includes a section of suggested instructional strategies for teaching reading; a description of NAEP's reading proficiency scale, developed in 1984; and a list of the individuals on the Learning Area Committees who developed the reading objectives for the 1986 and 1988 assessments. (JGL)

ED 287 877 TM 870 619
United States History Objectives, 1988 Assessment.
National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-88685-067-3; NAEP-19-H-10
Pub Date—Aug 87
Grant—NIE-G-83-0011
Note—37p.
Available from—National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, CN6710, Princeton, NJ 08541-6710 (Booklet No. 19-H-10, $5.00 plus $1.50 postage; multiple copy discounts available).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Objectives, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Grade 4, Grade 8, Grade 12, *History Instruction, Measurement Objectives, *National Competency Tests, National Surveys, Testing Programs, *United States History
Identifiers—*National Assessment of Educational Progress
The 1988 assessment of U.S. history objectives by the National Assessment of Educational Progress (NAEP) is the first such assessment in U.S. history. This booklet presents a framework of objectives for U.S. history courses, including: (1) the chronology

of people, events, documents, and interrelationships that form U.S. history; (2) the context of political, economic, cultural, social, and intellectual life within each chronological period; and (3) the reasoning skills necessary to expand knowledge, extend inquiry, and understand how the past is interpreted. The bulk of the booklet is an outline of eight historical periods in U.S. history, from exploration and colonization to the present, and suggested percentage distributions of course work for grade 4, 8, and 12. The outline, which includes more elaboration in the last two periods, covering World War II to the present, is not intended to be definitive; it includes subjects considered of central importance to the teaching of history and is presented as a guide to development of questions for the history assessment. Also included in this booklet is a list of advisory committee members, development consultants, and reviewers who participated in the development of the history objectives. (JGL)

ED 287 878 TM 870 620
Writing Objectives, 1988 Assessment.
National Assessment of Educational Progress, Princeton, NJ.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-88685-065-7; NAEP-19-W-10
Pub Date—Aug 87
Grant—NIE-G-83-0011
Note—37p.
Available from—National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, CN6710, Princeton, NJ (Booklet No. 19-W-10; $5.00 plus $1.50 postage; multiple copy discounts available).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Assessment, *Educational Objectives, Elementary Secondary Education, Measurement Objectives, *National Competency Tests, National Surveys, Teaching Methods, Testing Programs, Writing (Composition), *Writing Evaluation, Writing Exercises, Writing Instruction, *Writing Processes, Writing Skills
Identifiers—*National Assessment of Educational Progress
The 1988 Writing Objectives Assessment is the fifth such assessment by the National Assessment of Educational Progress (NAEP) in grades 4, 8, and 12, since the program began in 1969. The objectives reflect a consensus of opinion regarding the process of writing: that it is used for a variety of purposes and audiences, and that the form and process of the writing will vary accordingly. The objectives outlined here are: (1) writing to accomplish a variety of purposes, including informative, persuasive, and personal/imaginative writing; (2) managing the writing process, including generating ideas, drafting, revising and editing; (3) controlling the forms of written language, including genre, organization, mechanics, and language usage; and (4) valuing writing and the written word for interpersonal communication, for society, and for oneself. The booklet also includes a section of suggested instructional exercises for each of these objectives, and a list of the writing consultants who developed these writing objectives. (JGL)

ED 287 879 TM 870 629
Galpin, Tim
The Use of Mail Questionnaires as a Method of Data Collection.
Pub Date—Sep 87
Note—13p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Data Collection, Questioning Techniques, *Questionnaires, *Research Methodology, Research Problems, Response Style (Tests), *Surveys, Test Construction
Identifiers—*Mail Surveys, *Response Rates (Questionnaires)
This brief review of research examines the mail questionnaire as a research tool. Major topics reported are the advantages and disadvantages of mail surveys response rates, and questionnaire construction. Among the advantages reported are ease of distribution and tabulation, the possibility of a large sample and geographic range, low cost, uniformity of questions, convenience of response, and reduction of bias. Among the disadvantages are impersonal feelings, possible low rate of response, inability to interact with respondents, and lack of assurance as to the actual respondent. Strategies for increasing response rate are identified. Personalized correspondence, pre-contact letters, special delivery mailing, and emphasis on benefit to the respondent tend to increase response rates. Design of the questionnaire, clarity of instructions, simplicity of response, and quality of cover letter are considered to be important. A pilot test of the questionnaire to detect possible problems is recommended. (MDE)

ED 287 880 TM 870 633
Schunk, Dale H.
Self-Efficacy and Cognitive Achievement.
Pub Date—1 Sep 87
Note—30p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Cognitive Style, *Epistemology, *Feedback, *Instructional Effectiveness, Learning Processes, Learning Strategies, Learning Theories, Reinforcement, *Self Concept, *Self Evaluation (Individuals)
Identifiers—Bandura (Albert), *Self Efficacy Theory
This paper reviews self-efficacy research with special emphasis on students in school. Bandura's emphasis on domain-specific assessment is useful for understanding student learning and fits well with current research on instructional processes. A self-efficacy model of student learning is presented, comprising entry characteristics, self-efficacy for learning, task engagement variables, and efficacy cues. At the outset of learning tasks, students vary in their self-efficacy for learning. As they work on tasks, they derive cues from task engagement variables that signal how well they are learning; they use these cues to assess efficacy for continued learning. Research is summarized on the effects of some task engagement variables associated with the instructional and social context of learning. Empirical evidence supports the idea that self-efficacy is a useful predictor of student motivation and learning. The article concludes with a discussion of substantive issues involved in applying self-efficacy theory to learning settings, e.g., performance, motivation, and outcomes. A figure illustrating the self-efficacy model and an extensive six-page bibliography are appended. (Author/MAC)

ED 287 881 TM 870 635
Neel, John H.
Sample Size for Variance in a Power Calculation.
Pub Date—Apr 87
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Analysis of Variance, *Error of Measurement, *Mathematical Models, Sample Size, *Statistical Significance, Statistical Studies
Identifiers—*Power (Statistics)
Determination of statistical power for analysis of variance procedures requires five elements: (1) significance level; (2) effect size; (3) number of means; (4) error variance; and (5) sample size. Significance levels are traditionally chosen to be 0.5, .01, or .001. Effect size is not discussed in this paper. The number of means is determined by the particular experimental setting. Sample size is guessed at until the desired power is obtained, leaving error variance to be established before the calculation can proceed. Establishing the goodness of the estimate of the error variance is the focus here, in an explanation of what constitutes a good estimate. Discussion is restricted to a consideration of error variances in one-way design. (RR)

ED 287 882 TM 870 639
Lautenschlager, Gary J. Park, Dong-Gun
A Simulation Study of the Effects of Ability Range Restriction on IRT Item Bias Detection Procedures.
Pub Date—Apr 87
Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Simulation, *Item Analysis, *Latent Trait Theory, Mathematical Models, Sample Size, Statistical Bias, *Test Bias, Test Length
Identifiers—*Range Restriction
The effects of variations in degree of range restriction and different subgroup sample sizes on the validity of several item bias detection procedures based on Item Response Theory (IRT) were investigated in a simulation study. The degree of range restriction for each of two subpopulations was varied by cutting the specified subpopulation ability distribution at different locations and retaining the upper portion of the distribution. It was found that range restriction did have an effect on the accuracy of the bias detection procedures. The signed area index was least influenced by variations in range restriction, whereas the base low area index was found to be invalid regardless of the degree of range restriction. The findings for variations in sample size were mixed. (Author)

ED 287 883 TM 870 641
Shell, Duane F. And Others
We Do-They Do: A Model for Practical Service Program Evaluation.
Pub Date—Oct 86
Note—22p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 29-November 1, 1986).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Computer Science Education, Disabilities, Educational Objectives, Evaluation Criteria, *Evaluation Methods, Higher Education, *Models, *Program Effectiveness, *Program Evaluation, School Attitudes, Social Services, Student Attitudes
Identifiers—*We Do They Do Model
The We Do-They Do Model provides an evaluation methodology that service providers can use on a small scale to obtain data for themselves and for the over-all system. The model allows for complete assessment of ongoing program implementation and outcome. Three questions are used to organize evaluation activities: (1) Did staff (We) do what we said we were going to do? (2) Did participants (They) do what they were supposed to do? and (3) If everyone did what they were supposed to do, how would we know if it did any good? These questions allow for evaluation of program activities and outcomes for both formative and summative purposes. It focuses on staff activities, client activities, and the outcome of these activities. The Model allows for relating of outcomes to program goal activities. It is useful for establishment of objectives, identification of specific treatment activities, and establishment of assessment methodology. Key aspects of the Model are a focus on evaluation of treatment integrity, and a simple reporting method that service staff can use with minimal disruption of activities. Use of the model is illustrated in the evaluation of the University of Nebraska's Educational Center for Disabled students. Computer technology was used as an intervention to train disabled college students. Objectives included improvement in attitudes and in academic performance. (MAC)

ED 287 884 TM 870 643
Update on Student Performance in Reading, Mathematics, and Writing, 1987.
North Carolina State Dept. of Public Instruction, Raleigh. Research and Testing Services.
Pub Date—87
Note—69p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, American Indians, Black Students, Disabilities, Essay Tests, Grade 10, High Schools, *Mathematics Tests, *Minimum Competency Testing, Public Schools, Racial Differences, *Reading Tests, Scores, State Programs, Testing Programs, White Students, *Writing Evaluation
Identifiers—North Carolina, *North Carolina Competency Tests
In 1987, the administration of North Carolina Competency Tests to public school sophomores resulted in 94.4% passing the reading test and 90.6% passing the mathematics test. Rates were similar to rates for the 1986 sophomores, but were higher than rates for juniors in the 1978-1983 period. The 1987 passing rate in mathematics was lower than for 1984-1986, but higher than in the 1978-1983 period. Extensive comparative tabulations revealed that academically gifted students consistently had higher passing rates. For the non-exceptional stu-

dents, 96.5%, 92.9%, 91.5% and 92.6% passed the reading, mathematics, writing objectives, and writing tests, respectively. Most dramatic improvements were in reading and mathematics scores among Black and American Indian students. Reading rate improvement of over 13 percentage points was observed for Black students during the 1978-1987 period. Although higher than from 1978-1983, the percentage of American Indian students passing reading and mathematics were lower in 1987 than in the three previous test administrations. With the second administration of the writing test, 88.7% of the group passed the writing objective test and 91.0% passed the writing essay test, both at rates higher than in 1986. Students with handicapping conditions scored lower on average than the non-handicapped students. (Author/RR)

ED 287 885 TM 870 646
McConatha, Jasmin T. And Others
Competency Based Exams and Older Students.
Pub Date—Nov 86
Note—13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Students, *Age Differences, Comparative Testing, Grade Point Average, Graduation Requirements, Higher Education, *Minimum Competency Testing, *Nontraditional Students, Outcomes of Education, Reentry Students, *Test Validity, Undergraduate Students
Identifiers—ACT Assessment, American College Testing Program, *College Outcome Measures Project
College seniors–129 who were 25 years of age or older, and 734 younger students were administered the objective portion of the American College Testing (ACT) College Outcomes Measures Project (COMP) test. The total COMP scores and subscores were compared for the two groups, as well as their entering ACT scores and grade-point averages using analyses of variance. The relationship between total COMP scores, incoming ACT scores, and grade-point averages were also determined using a Pearson correlation method. Data were also obtained on sex, race, and marital status. Results showed that older students scored higher than their younger counterparts on the Total COMP scores and on the subscores obtained in the three content and three process areas. In addition, there was a significant relationship between COMP Total score and grade-point average. No significant relationships were found as a result of the analysis of the effects of sex, race, and marital status, and COMP Total score. It was concluded that the ACT COMP may not be the most accurate measure for use with older students since their life and work experiences give them greater competency in analysis, synthesis, and evaluation skills. Furthermore, the assessment of students' competencies cannot be an exact science dependent upon one specific standardized instrument. (KSA)

ED 287 886 TM 870 647
Moore, Beverly Troyer, Rik
Development of an Instrument To Measure Attitudes toward Old Age.
Pub Date—Nov 86
Note—39p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Affective Measures, Aging (Individuals), *Attitude Measures, College Students, Health Personnel, Helping Relationship, Higher Education, *Mental Health, *Older Adults, Questionnaires, *Rating Scales, *Student Attitudes, *Test Construction
A group of 261 college juniors, seniors, and graduate students anticipating careers in mental health professions were administered an instrument designed to measure attitudes toward old age (people 65 and older). The instrument consisted of 60 statements regarding old age, and used a six-point Likert-type scale. Items were categorized into 10 subscales with three positively stated items and three negatively stated items. These 10 subscales were hypothesized to reflect traits characteristic of the overall functioning of persons over 65, and to represent areas in which people tend to have strong opinions regarding old age. Completed instruments were then categorized according to the respondents' college major and career goals, and the resulting five data groups, plus the combined group, were analyzed for internal consistency using Cronbach's coefficient alpha. After an initial pilot study of the instrument, based on analysis of five separate data groups and the combined group, there appeared to be a fairly homogeneous measure of attitudes toward old age. However, results showed a significant difference in the responses of persons planning to work with older adults, compared to those with other career goals. (The items are appended.) (Author/KSA)

ED 287 887 TM 870 648
Cason, Gerald J. Cason, Carolyn L.
Practical and Theoretical Requirements for Controlling Rater Stringency in Peer Review.
Pub Date—Jul 87
Note—15p.; Paper presented at the Sigma Theta Tau International Research Congress (Edinburgh, Scotland, July, 1987). Some tables contain small print. For related document, see TM 870 649.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstracts, *Computer Oriented Programs, *Conference Papers, Data Processing, Evaluation Criteria, *Evaluation Methods, *Interrater Reliability, Measurement Techniques, Models, *Peer Evaluation, Selection, Standards
Identifiers—*Performance Rating Theory (Cason and Cason), Sigma Theta Tau International Research Congress
This study describes a computer based, performance rating information processing system, performance rating theory, and programs for the application of the theory to obtain ratings free from the effects of reviewer stringency in reviewing abstracts of conference papers. Originally, the Performance Rating (PR) System was used to evaluate the clinical performance of nursing students, medical students, and residents, as well as faculty teaching performance. It was also used for processing reviews of proposals for Sigma Theta Tau's International Research Congress in 1987. In general, the capabilities of the PR System which make it useful for processing the peer review of abstracts include: (1) the ease and speed with which a new inventory may be implemented; (2) the low cost and speed of data collection; (3) processing and reporting arising from the use of optically scanned rating sheets; and (4) the appropriateness of its reports. Improvements in the peer review process can be obtained through the use of specialized data management and analysis systems. As these systems become more generally available, there may be a concomitant improvement in the reliability and validity of the formal, technical peer review process. (KSA)

ED 287 888 TM 870 649
Cason, Carolyn L. And Others
Off-Setting Differences in Reviewer Stringency.
Pub Date—Jul 87
Note—22p.; Paper presented at the Sigma Theta Tau International Research Congress (Edinburgh, Scotland, July, 1987). Some tables are marginally legible; for related document, see TM 870 648.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstracts, *Computer Oriented Programs, *Conference Papers, Data Processing, Evaluation Criteria, *Evaluation Methods, *Interrater Reliability, Measurement Techniques, Models, *Peer Evaluation, Selection, Standards, Validity
Identifiers—Performance Rating Theory (Cason and Cason), Sigma Theta Tau International Research Congress
A total of 1,071 rating sheets were completed by individual reviewers evaluating abstracts submitted to Sigma Theta Tau International Honor Society for the International Research Congress in Edinburgh, Scotland. Only 972 sheets contained usable data. Reviewers indicated a total of 12 ratings with possible comments for each abstract on machine scannable rating sheets specifically prepared for this use. Application of Cason and Cason's simplified model of their deterministic theory to reviews of abstracts resulted in good fit of the model to the data, and detection of significant inter-reviewer differences in individual reviewer's stringency. The availability of calibrated ratings, i.e. those from which these reviewer differences had been removed, greatly eased the task of the Abstract Selection Committee. The Committee no longer needed to deal with ratings which were confounded with variation in reviewer standards. Abstract selection was based on ratings that more accurately reflected the true quality of the abstract without regard to who happened to have reviewed it. When the Abstract Selection Committee used these calibrated ratings in making selection decisions, there were great improvements in both the reliability (from .579 to .810) and validity (from .485 to .742) of the peer review process. (Author/-KSA)

ED 287 889 TM 870 651
Lehmann, Rainer H.
Reliability and Generalizability of Ratings of Compositions.
Pub Date—22 Apr 87
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Some pages contain small, light type.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Evaluation Problems, Foreign Countries, High Schools, International Programs, *Interrater Reliability, Multivariate Analysis, Scoring, Student Characteristics, *Test Reliability, *Writing Evaluation
Identifiers—International Assn Evaluation Educ Achievement, International Study of Achievement in Written Comp, West Germany (Hamburg)
A total of 1,487 eleventh grade students from the Hamburg (West Germany) school system were asked to complete four writing assignments used in an International Association for the Evaluation of Educational Achievement (IEA) study of writing assessment. In analyzing the writing samples, the study focused on: (1) between-rater effects; (2) within-rater effects; (3) between-assignment effects; and (4) within-student effects. Two independent sets of scores on a 5-point scale were awarded to each essay in accordance with the international scoring guides. Since a study of the above four factors involves a complex array of statistical analyses, researchers did not rely on parametric test models alone. They included more intuitive statistics such as percentage of perfect agreement between two independent ratings and percentage of loose agreement defined as the percentage of differences between two ratings not greater than one percentage point. Results showed that there was not a single or simple answer to the reliability of measuring general writing achievement across the tasks used. Instead, the solution depended on the kind of assumptions about the tasks that one is prepared to make. Statistically, the answer was a function of whether within-student variation was considered as true variance or error. It was also concluded that 13 writing tasks would have been needed to obtain satisfactory generalizability. (KSA)

ED 287 890 TM 870 652
Hutchins, Edwin
Mediation and Automatization.
California Univ., San Diego, La Jolla. Inst. for Cognitive Science.
Spons Agency—Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Report No.—ICS-8704
Pub Date—Apr 87
Contract—N00014-85-C-0133; NR-667-541
Note—32p.; Published in the Quarterly Newsletter of the Laboratory of Comparative Human Cognition, 1986.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Artificial Intelligence, Check Lists, Cognitive Processes, *Cognitive Structures, Language Processing, Learning Processes, *Learning Theories, *Mediation Theory, Models, Skill Analysis, *Skill Development
Identifiers—*Automatization, *Connectionism, Mental Representation
This paper discusses the relationship between the mediation of task performance by some structure that is not inherent in the task domain itself and the phenomenon of automatization, in which skilled performance becomes effortless or phenomenologically "automatic" after extensive practice. The use of a common simple explicit mediating device, a checklist, is described in detail. It is assumed that all skilled performances are initially mediated by some structure, either internal or external, and that the

terms in the mediating structure provide constraints that can be used to evaluate behavior for its appropriateness. A parallel distributed processing (or "connectionist") view of cognition would lead us to expect that, as a consequence of repeated mediated task performance, a learning network will learn the sequence of states that constitute the task, and with sufficient practice may be able to move through them without the application of the constraints provided by the mediating structure. It is argued that this condition of no-longer-mediated performance is precisely what has been seen as automatized performances, and that the changes that obviate the need for mediation are the processes underlying the development of skill automatization. (Author/LPG)

ED 287 891 TM 870 668
Defino, Maria
Texas Assessment of Basic Skills (TABS). Austin Independent School District. Final Report, 1985.
Austin Independent School District, Tex. Office of Research and Evaluation.
Report No.—AISD-ORE-84.25
Pub Date—85
Note—60p.; For the 1984 Report, see ED 252 596.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Basic Skills, Educational Assessment, Elementary Secondary Education, *Local Norms, Mastery Tests, *Minimum Competency Testing, School Districts, Scores, State Programs, *Testing Programs, *Test Results
Identifiers—*Austin Independent School District TX, Exit Examinations, *Texas Assessment of Basic Skills
This report presents the Austin (Texas) Independent School District's 1985 test results on the Texas Assessment of Basic Skills (TABS). It was administered to all third, fifth, and ninth grade students and to high school students not meeting ninth grade state-set mastery criteria, the minimum competency requirement for graduation. Results are presented as percentages of students demonstrating mastery of each objective. Exit-level results also include the percentage of students mastering each test section (mathematics, reading, and writing). Mastery levels are not set for grades 3 and 5, so the average percentage of students demonstrating mastery on each objective is used as an overall score for these grades. The results are presented in five attachments: (1) the Summary Reports for each grade, which also contain demographic data such as ethnicity and special program participation; (2) results by objectives, 1980-1985; (3) results of exit level mastery, by grade and year; (4) results by ethnicity and test area, 1980-1985; and (5) school comparisons, for 1985 by grade. This is the last year of TABS testing. In 1986, the Texas Educational Assessment of Minimum Skills (TEAMS) will replace TABS. (MDE)

ED 287 892 TM 870 669
Mangino, Evangelina And Others
The TEAMS Report 1986. Texas Educational Assessment of Minimum Skills.
Austin Independent School District, Tex. Office of Research and Evaluation.
Report No.—AISD-ORE-85.59
Pub Date—86
Note—56p.; For the 1987 report, see TM 870 671.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Black Students, Criterion Referenced Tests, Elementary Secondary Education, *Graduation Requirements, Hispanic Americans, Limited English Speaking, *Local Norms, Mastery Tests, *Minimum Competency Testing, State Programs, *Testing Programs, White Students
Identifiers—*Austin Independent School District TX, *Texas Educational Assessment of Minimum Skills
The Texas Educational Assessment of Minimum Skills (TEAMS), a criterion-referenced test, was mandated by the Texas legislature in 1984 to be instituted beginning with the school year 1985-86. This is the first report of TEAMS, which replaces the formerly used Texas Assessment of Basic Skills (TABS), by the Austin Independent School District (AISD). Tests were administered to students in grades 1, 3, 5, 7, 9, and 11. First grade students who were limited-English-proficient (LEP) were exempted. A Spanish version of TEAMS for grades 1 and 3 is expected for 1986-87 testing. Special education students with certain handicaps were also exempted from testing. In a question and answer format, the report discusses AISD student performance; that performance compared to other years and other tests; performance by ethnicity; performance on the grade 11 exit-level TEAMS; special measures to prepare students for the test; and remediation for those who did not pass the exit-level TEAMS. Mastery on the exit-level TEAMS is required for receiving a high school diploma. Attachments to the report are: (1) a sample of the number of items tested and the number required to demonstrate mastery; (2) AISD district summary reports; (3) data on the percentage of students demonstrating mastery, and ranking by school; (4) comparison of AISD students with Texas and the "Big 8" Texas urban districts. (MDE)

ED 287 893 TM 870 670
Mangino, Evangelina And Others
Minimum Competency for Graduation, Austin Independent School District, 1985-86.
Austin Independent School District, Tex. Office of Research and Evaluation.
Report No.—AISD-ORE-85.60
Pub Date—86
Note—20p.; For the 1984-85 report, see ED 263 183.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, *Graduation Requirements, High Schools, *Local Norms, Mathematics Achievement, *Minimum Competencies, *Minimum Competency Testing, Reading Achievement, School Districts, *State Standards, Testing Programs
Identifiers—*Austin Independent School District TX, Exit Examinations, *Texas Educational Assessment of Minimum Skills
The Austin (Texas) Independent School District (AISD) required that all students who graduated in 1985-86 and previous years have skills in reading and mathematics equivalent to ninth-grade level or above. Special education students who could not be validly tested were exempted from the requirements. Students who had not met the requirements could graduate if their parents signed a letter of waiver. This report describes the impact of these requirements on students. The major positive findings were: (1) of the 3,195 high school graduates in 1985-86, the percentage who met the district's minimum competency requirement was 91 percent in reading, 93 percent in mathematics, and 90 percent in both reading and mathematics; (2) students in grade 11 performed well on the first administrations of the Exit-level Texas Educational Assessment of Minimum Skills (TEAMS), with 92 percent meeting state requirements in language arts and 90 percent in mathematics; and (3) AISD's minimum competency requirements apparently have had a positive effect on student achievement. Compared to 1977-78, a higher percentage of seniors has demonstrated competency at or above the 8.5 grade equivalent every year. Also, compared to 1981-82, a higher percentage of seniors has demonstrated competency at or above the 9.0 grade equivalent every year. Starting in 1986-87, AISD minimum competency requirements will be replaced by the Exit-level TEAMS. Students may be denied a diploma as a result of not passing Exit-level TEAMS. (Author/MDE)

ED 287 894 TM 870 671
Mangino, Evangelina
The TEAMS Report, 1987. The Texas Educational Assessment of Minimum Skills in the Austin Independent School District.
Austin Independent School District, Tex. Office of Research and Evaluation.
Report No.—AISD-ORE-86.13
Pub Date—87
Note—42p.; For the 1986 Report, see TM 870 669.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Black Students, Criterion Referenced Tests, Educational Testing, Elementary Secondary Education, *Graduation Requirements, Hispanic Americans, Limited English Speaking, *Local Norms, Mastery Tests, *Minimum Competency Testing, State Programs, *Testing Programs, White Students
Identifiers—Austin Independent School District TX, Exit Examinations, *Texas Educational Assessment of Minimum Skills
The Texas Assessment of Minimum Skills (TEAMS) is a mandated criterion-referenced test administered to students in grades 1, 3, 5, 7, 9, and 11 in Texas public schools. This report by the Austin Independent School District (AISD) contains an executive summary of TEAMS results, an analysis of performance, and attachments. Among the major findings are: (1) students in the AISD scored higher on the 1987 TEAMS than on the 1986 TEAMS; (2) the gains made by AISD students were not as large as the gains made by students in other Texas urban districts; (3) the largest gains on TEAMS were by low-achieving students; (4) AISD Hispanic students mastered the Spanish TEAMS at rates higher than students in other urban districts; and (5) virtually all (99.4%) of potential graduates passed both areas (mathematics and language arts) of the exit-level TEAMS. The text of the report is presented in a question and answer format and describes and evaluates student performance, district efforts to prepare students for exit-level TEAMS, remediation services, and reactions of students and teachers. Attachments to the report include: information on TEAMS mastery criteria; and data on TEAMS results by ethnicity, and rankings by school. (MDE)

ED 287 895 TM 870 672
Leben, Clay
Prekindergarten: Full Day vs. Half Day. Austin Independent School District, 1986-87.
Austin Independent School District, Tex. Office of Research and Evaluation.
Report No.—AISD-ORE-86.55
Pub Date—Jul 87
Note—18p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Gains, Bilingual Education Programs, Compensatory Education, English (Second Language), Enrollment Trends, Ethnic Groups, Language Proficiency, *Limited English Speaking, Low Achievement, *Low Income Groups, Migrant Education, *Preschool Education, Program Effectiveness, *Program Length, Second Language Instruction, Spanish Speaking, *Time Factors (Learning), Vocabulary Development
Identifiers—Austin Independent School District TX, *Full Day Programs, *Half Day Programs, House Bill 72 (Texas 1984), Peabody Picture Vocabulary Test (Revised)
In 1986-87, the Austin (Texas) Independent School District converted from a full-day prekindergarten program for low-achieving children to a half-day program to serve more limited-English-proficient (LEP) and low-income children (thereby meeting eligibility criteria in conformance with Texas House Bill 72). Half-day instructional time was 60% of that provided in full-day sessions, and with teaching staff increases, three times as many children (1,516) were served as in 1985-86 (494), including more bilingual and English as a Second Language (ESL) classes. Pretest-posttest gains on the Peabody Picture Vocabulary Test-Revised evaluated half-day and full-day program effectiveness, measured against national average gains. Results showed that: (1) half-day program gains in English vocabulary were generally two-thirds those of the full-day program; (2) the greater gains of full-day LEP students occurred at all achievement levels, but the difference appeared to be associated more with teacher experience than with amount of instructional time; (3) for non-LEP students, the difference was greatest for lower achieving students and tended to disappear for students scoring greater than about 80 at pretest; (4) there was little if any difference in the achievement gains of students in morning or afternoon classes; and (5) half-day classes may lead to somewhat lower attendance rates. (LPG)

ED 287 896 TM 870 674
Gaines, Margie Schuyler, Nancy
The Future Revisited: A Progress Report on Forming the Future, 1985.
Austin Independent School District, Tex. Office of Research and Evaluation.
Report No.—AISD-ORE-85.08
Pub Date—85
Note—35p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Community Involvement, Curriculum Enrichment, Educational Assessment, Educational Facilities Improvement, *Educational Improvement, Educational Objectives, *Educational Planning, Educational Resources, Elemen-

tary Secondary Education, Long Range Planning, Organizational Effectiveness, *Organizational Objectives, Program Evaluation, *Program Implementation, *Resource Allocation, School Districts
Identifiers—*Austin Independent School District TX, Texas (Austin)
This report summarized progress made since 1981-82 on 88 propositions and 292 related recommendations set forth by Forming the Future, a cooperative effort between the Austin (Texas) Independent School District and the Austin community to implement a 5-year program of broad school improvements. Of the 292 recommendations, approximately 86% were either completed or in progress, 9% were designated for future action, and 5% were found to be either not feasible or not necessary. Areas of major, moderate, and minor progress were discussed under three headings: (1) education; (2) resource management; and (3) community involvement. Highlights of major educational progress included provision of computers for instructional use; gifted and talented programs; educational programming on cable television; a longer elementary school day; magnet schools; expanded or revised offerings in science, health, and foreign languages; programs for the handicapped; texts for learning-disabled students; and improved discipline policy. Major progress in resource management included lower pupil-teacher ratio, approval of school bonds, and various facilities improvements. There was also major progress on nine community involvement goals. Areas of least progress were noted for future action. Appended summary tables outline progress on the 88 propositions, noting the outside impact of state legislation and community cooperation. (LPG)

ED 287 897 TM 870 675
Christner, Catherine A. And Others
1985-86 Overlap Study, Spring, 1986.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Education, Washington, DC.
Report No.—AISD-ORE-85.37
Pub Date—86
Note—425p.; For previous report, see ED 204 072.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Bilingual Education, *Compensatory Education, Elementary School Students, Elementary Secondary Education, English (Second Language), *Enrollment Trends, Limited English Speaking, Migrant Education, *Remedial Programs, *School Statistics, Secondary School Students, Special Education, *Special Programs, Tables (Data)
Identifiers—*Austin Independent School District TX, Education Consolidation Improvement Act Chapter 1, Emergency School Aid Act 1972, *Program Overlap
The Austin (Texas) Independent School District undertakes its annual Program Overlap study to examine the numbers of students being served by special or compensatory programs. In 1985-86, these programs served 13,817 students at 79 elementary and secondary schools. Programs or student groups included: (1) 1- and 5-year Migrant Students Served by a Migrant Teacher; (2) 1- and 5-year Migrant Students Not Served by a Migrant Teacher; (3) Education Improvement and Consolidation Act Chapter 1 Regular Program; (4) Chapter 1 Schoolwide Project; (5) State Compensatory Education–Elementary; (6) State Compensatory Education–Schoolwide Project; (7) Bilingual Education; (8) English as a Second Language Program for Limited-English-Proficient (LEP) Students; (9) LEP Bilingual Instruction as Part of Special Education; (10) Hispanic LEP Students in Title VII Project Schools; (11) Special Education; (12) Teach and Reach Program–Reading and/or Mathematics; and (13) PLUS Supplemental Program, in reading and/or mathematics. Of the total, 11,460 (82.9%) students were served by one program; 2,081 (15.1%) by two programs; and 276 (2%) by three or four programs. Comparison with figures from the three previous years show a trend toward slightly larger percentages of students enrolled in two or more programs. Tables present duplicated and unduplicated counts of students participating in each combination of programs, by individual school and across all schools, including new categories for some eligible students who are not served. (LPG)

ED 287 898 TM 870 676
Christner, Catherine A.
Chapter 1 and Chapter 1 Migrant Evaluation Findings. Final Report, 1986-87.
Austin Independent School District, Tex. Office of Research and Evaluation.
Report No.—AISD-ORE-86.05
Pub Date—Jul 87
Note—35p.; For earlier reports, see ED 252 585 and ED 263 191.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement Gains, *Compensatory Education, Economically Disadvantaged, Educational Assessment, Elementary Secondary Education, *Low Achievement, *Migrant Education, *Program Evaluation, School Districts, Teacher Student Ratio
Identifiers—*Austin Independent School District TX, *ECIA Chapter 1 Programs, Education Consolidation Improvement Act Chapter 1, Iowa Tests of Basic Skills, Texas Educational Assessment of Minimum Skills
Evaluation findings on the Education Consolidation Improvement Act Chapter 1 and Chapter 1 Migrant Programs of the Austin (Texas) Independent School District (AISD) are reported. Included in the text of the report are: program descriptions; reading component descriptions; program impact on student achievement, Texas Educational Assessment of Minimum Skills (TEAMS) scores, and follow-up of pre-kindergarten students; and other program components including institutions for neglected and delinquent students, private schools, health services to migrant students, and parental involvement. Major findings were: (1) that the TEAMS reading performance of Chapter 1 students increased dramatically from 1986 to 1987 compared to other low achievers districtwide; (2) gains in the Iowa Tests of Basic Skills by Chapter 1, Chapter 1 Migrant, and State Compensatory Education students at the elementary level were not significantly different from the achievement gains of low achievers districtwide; and (3) reducing the pupil-to-teacher ratio to 15-to-1 in the targeted schools has not produced consistently higher achievement gains for lower achievers than has the Chapter 1 program. (MDE)

ED 287 899 TM 870 682
Guidelines for Administration: Grade 12 Diploma Examinations, June 1987.
Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
Pub Date—Apr 87
Note—26p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Role, *Examiners, Foreign Countries, *Graduation Requirements, Guidelines, High Schools, *Minimum Competency Testing, State Programs, State Standards, Testing Programs, Test Manuals
Identifiers—Alberta, *Alberta Grade Twelve Diploma Examinations, Canada
General guidelines for administering the Grade 12 Diploma Examinations for June 1987 in Alberta, Canada, include shipping dates of the tests, a schedule for returning examinations, securing test materials, and handling walk-in candidates. Additional information includes what to do about students who arrive late, violation of examination rules, statements of test results, and the use of scribes. The duties of the superintendent and the school board with regard to the examination process are delineated, along with the responsibilities of the school principal (or chief presiding examiner) and the teachers. The superintendent is responsible for delivering the appropriate materials to each school; the principal must make a supervision schedule, select examination rooms and ensure strict test security; and the teachers act as the presiding examiners on the day the test is given. General examination rules are thoroughly covered in the manual, and addresses of Alberta education offices are given for anyone seeking additional information. Finally, the appendices include detailed policies for learning disabled and physically disabled students writing diploma examinations. (KSA)

ED 287 900 TM 870 683
Proposed Directions for Senior High School Programs and Graduation Requirements.
Alberta Dept. of Education, Edmonton.
Pub Date—Jun 87
Note—18p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Core Curriculum, Course Selection (Students), *Curriculum Development, *Educational Policy, Foreign Countries, *Graduation Requirements, High Schools, Program Implementation, Required Courses, *Secondary School Curriculum, State Programs, *State Standards, Testing Programs
Identifiers—*Alberta, Canada
This paper outlines some initiatives taken to change and improve senior high school programs and diploma requirements in Alberta, Canada, as originally stated in the June 1985 policy statement, "Secondary Education in Alberta." It is intended to assist educational groups planning to revise a senior high school program. It also presents proposals for the allocation of course credits, time lines for program implementation, and the structure of courses. Outlined in part 1 are steps to be taken in the review process of the basic goals of secondary education as stated in the 1985 policy. Course changes and requirements for graduation are specified, with a proposed implementation date of September 1988. In part 2, the requirements for the General High School Diploma, the Advanced High School Diploma, and the Certificate of Achievement, are delineated with the specific course credits required for each one. Finally, part 3 reviews program content and course sequences with an effort towards making these more innovative, challenging, and future-oriented. Basic content in the areas of Career and Life Management, Social Studies, Sciences, Mathematics, English Language Arts, Physical Education, and the Integrated Occupational Program have been mandated, but many of these course descriptions are subject to further modifications. (KSA)

ED 287 901 TM 870 684
Achievement Testing Program: June 1987 Administration. Principal's Manual.
Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
Pub Date—Apr 87
Note—20p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, *Administrator Role, *Educational Testing, Elementary Secondary Education, Foreign Countries, Guidelines, Principals, State Programs, *Testing Programs, Test Manuals
Identifiers—*Achievement Testing Program (Alberta), Alberta, Canada
This manual contains guidelines for administering the Alberta, Canada, Achievement Testing Program in June 1987. The tests are administered to all students in grades 3, 6, 9, who have not been granted special exemption. The first section of the booklet includes information on the Achievement Test schedule, exemptions from the Achievement Testing Program, guidelines for test administration, test rules, responsibilities of the school, responsibilities of the principal, and a section on the responsibilities of private schools. In the second section there is more specific information for administering the achievement tests. Included are responsibilities of the teacher and specific directions for administering the grade 3 science test, grade 6 mathematics test, and grade 9 social studies test. Finally, addresses of additional Alberta Education Regional Offices are given for further inquiries regarding the 1987 Achievement Testing Program. (KSA)

ED 287 902 TM 870 685
General Information Bulletin: Grade 12 Diploma Examinations Program, School Year 1987-88.
Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
Pub Date—Aug 87
Note—51p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Foreign Countries, Grade 12, *Graduation Requirements, High Schools, *Minimum Competency Testing, *State Programs, State Standards, Testing Programs, Test Manuals
Identifiers—Alberta, *Alberta Grade Twelve Diploma Examinations, Canada
This bulletin contains general guidelines on the Diploma Examinations Program required for all grade 12 students for the 1987-88 school year in Alberta, Canada. The grade 12 Diploma Examina-

tions Program is an integral part of the high school diploma requirements and is intended to develop and maintain excellence in educational standards through certification of academic achievement. The Diploma Examinations Program consists of examinations in selected grade 12 courses such as English 30, English 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, Physics 30, and Langue et Litterature 30. Students must take at least one of these examinations to qualify for a high school diploma. To obtain credit in a diploma examination course students must attain a final grade (derived from the course-awarded grade and the exam grade) of 50% or better. Other information in the bulletin includes eligibility criteria, registration information, grade 12 diploma examination schedules, reporting test results, and admission to postsecondary institutions. A chapter on procedures for administering the tests describes grading, and gives marking dates. A final section of appendices includes policies for learning disabled and physically disabled students; certificate of illness forms; test rules and regulations; revised High School Diploma Examination Processing statement; and addresses providing further information on transcripts, diplomas, and examinations. (KSA)

ED 287 903 TM 870 692

Halpin, Gerald And Others

Reliability of Ratings of Research Proposals Submitted for Funding.

Pub Date—Nov 86

Note—11p.; Papers presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986). For a related document, see TM 870 693.

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, Evaluation Criteria, Evaluators, *Grants, Higher Education, *Interrater Reliability, *Peer Evaluation, *Reliability, *Research Proposals

Identifiers—*Review Panels

Based upon the assumption that the process of peer review of publications and research is flawed, interrater reliability of reviews of 188 research proposals submitted for funding at a major university was studied. The eight dimensions rated were: (1) significance of the research; (2) clarity and reasonableness of the objectives; (3) appropriateness of the methodology; (4) adequacy and clarity of the budget; (5) potential for future extramural support; (6) applicant's experience; (7) review of the related literature; and (8) consistency of proposed research with the applicant's educational background and experience. Reliability coefficients across application periods, raters, and dimensions were obtained. The results of this study showed that evaluators of proposals submitted for funding within a university were not likely to agree on their ratings within and across application periods. Brief suggestions regarding the future training of evaluators were made. (MDE)

ED 287 904 TM 870 693

Halpin, Glennelle And Others

A Reconsideration of the Weights Applied in Evaluative Decisions.

Pub Date—Nov 86

Note—17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986). For a related document, see TM 870 692.

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, *Decision Making, Evaluation Methods, Grants, Higher Education, *Interrater Reliability, *Reliability, *Research Proposals, *Weighted Scores

Identifiers—*Review Panels

This study was designed as a reconsideration of the weights used in evaluative decisions made with regard to research proposals submitted for funding at a major state university. The specific objective of the study was to determine whether the actual weights for components used in the evaluation of the proposals differed from a priori weights across application periods with evaluators and proposals varying. Faculty members submitted proposals to the grants-in-aid committee for possible funding. Working independently, each committee member rated each proposal on eight components: (1) significance of the research; (2) clarity and reasonableness of the objectives; (3) appropriateness of the methodology; (4) adequacy and clarity of the budget; (5) potential for future extramural support; (6) applicant's experience; (7) review of the related literature; and (8) consistency of proposed research with the applicant's educational background and experience. Maximum a priori weights were assigned to each component. Ratings were added to yield a total for each proposal. Statistical analysis showed that actual and a priori weights may differ across evaluators and across proposals. (MDE)

ED 287 905 TM 870 794

Flanagan, John C. And Others

Project TALENT Data Bank [machine-readable data files].

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—EF-000109

Pub Date—79

Note—The complete Project TALENT Data Bank is maintained at the American Institutes for Research in the Behavioral Sciences (AIR). Summary descriptive information is contained in "The Project TALENT Data Bank Handbook" (revised March 1979), by Lauress L. Wise, Donald H. McLaughlin, and Lauri Steel, and available from AIR.

Available from—American Institutes for Research in the Behavioral Sciences (AIR), P.O. Box 1113, Palo Alto, CA 94302. Telephone (415) 493-3550. Selected Project TALENT files are also available from the Inter-University Consortium for Political and Social Research (ICPSR), P.O. Box 1248, Ann Arbor, MI 48106. Telephone: (313) 764-2570.

Pub Type— Machine-Readable Data Files (102)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Career Planning, *Cognitive Ability, College Curriculum, Educational Attainment, Educational Experience, English, Family Characteristics, Graduate Surveys, High Schools, *High School Students, Interpersonal Competence, Job Training, Language Acquisition, Longitudinal Studies, Mathematics Achievement, Mechanical Skills, Military Service, National Surveys, Occupational Aspiration, Personality Traits, Race, Reading Ability, Religion, Sampling, *School Effectiveness, Socioeconomic Status, Student Characteristics, Student Development, Student Educational Objectives, *Talent Development, Visualization, Work Experience, *Young Adults

Identifiers—Post High School Experience, *Project TALENT

The Project TALENT Data Bank is a series of 55 machine-readable data files (MRDF) that resulted from a longitudinal study of selected United States high school students in grades 9 through 12 during 1960. Project TALENT was designed to investigate the personal, educational, and experiential factors that promote or inhibit the development of human talents. Data on cognitive skills, interests, plans, family background, and activities were collected from a national probability sample of high school students. Follow-up surveys conducted 1, 5, and 11 years after graduation produced data regarding the individual's post-high school education and work experiences, family development, plans and aspirations, and life satisfaction. Extensive data were obtained in 1960 from a sample of approximately 400,000 students from 1,225 selected junior and senior high schools who were given a 2-day battery of tests and inventories. The complete Project TALENT Data Bank consists of 28 files containing the basic 1960 data; 2 files containing data on participants first tested in the 9th grade and then again in the 12th grade; 24 files containing responses to follow-up surveys; and a single file containing characteristics of the high schools involved. Each record on the follow-up files represents a respondent to that survey and includes all previously collected information for that respondent. The basic 1960 data is based on the national probability sample of 375,122 high school students selected to be representative of all 9th-, 10th-, 11th-, and 12th-grade students in the country. The 1960 testing included nearly all 15-year-olds in the areas served by 10% of the participating school districts (most of whom were also in the high school probability sample). A "saturation sample" consisting of nearly every student in Knox County, Tennessee, in grades 8-12 was included in the 1960 data (along with a number of other small groups) thereby adding an additional 34,360 cases to the file. Each grade cohort in the high school probability sample was followed up 1, 5, and 11 years after their high school graduation, resulting in the 24 follow-up data files. A special subfile, the "Project TALENT Public Use File, 1960-1976" (ICPSR-7823), contains data from a subsample of 4,000 original participants (1,000 men and women from each of the high school classes of 1960-1963), all of whom had responded to the 11-year follow-up survey (see TM 870 795). An additional follow-up file was generated by retesting, in a 10% sample of TALENT schools, all students who were in the 12th grade as of 1963 (and who were therefore mostly in the 9th grade in 1960). Variables from the 1960 student data include: scores on information tests, ability tests and achievement tests; dispositional trait data from the Preference Test, Student Activity Inventory, and Interest Inventory; family and personal background related to education, health, social activities, and economic status; and college, military, career, and marital plans. Variables from the follow-up surveys contain data on educational experiences (including degrees, grades, and financial support); career plans, work experience, and job satisfaction; and personal matters regarding health, marital status, race, religion, number of children, military experience, geographical mobility, leisure and civic activities, quality of life, decisions regretted, and discrimination experienced. TYPE OF SURVEY: National Probability Survey; Follow-up Survey; Longitudinal Survey. POPULATION: High school students from the classes of 1960-1963. RESPONDENTS: Selected high school students in grades 9-12 in the Spring of 1960. FREQUENCY OF SURVEY: Periodic. YEAR OF FIRST DATA: 1960. (CDM/WTB)

ED 287 906 TM 870 795

Flanagan, John C. And Others

Project TALENT Public Use File, 1960-1976 [machine-readable data file].

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—EF-000223; ICPSR-7823

Pub Date—77

Grant—NIE-G-74-0003

Note—"The Project TALENT Data Bank Handbook" (revised March 1979), by Lauress L. Wise, Donald H. McLaughlin, and Lauri Steel, is included within the documentation for file ICPSR-7823.

Available from—Inter-University Consortium for Political and Social Research (ICPSR), P.O. Box 1248, Ann Arbor, MI 48106. Telephone: (313) 764-2570. First made available from ICPSR in 1981.

Pub Type— Machine-Readable Data Files (102)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Career Planning, *Cognitive Ability, Educational Experience, English, Family Characteristics, Graduate Surveys, High Schools, *High School Students, Interpersonal Competence, Language Acquisition, Longitudinal Studies, Mathematics Achievement, National Surveys, Occupational Aspiration, Personality Traits, Race, Reading Ability, Religion, Sampling, *School Effectiveness, Socioeconomic Status, Student Characteristics, Student Development, Student Educational Objectives, *Talent Development, Visualization, Work Experience, *Young Adults

Identifiers—Post High School Experience, *Project TALENT

Project TALENT is a longitudinal survey designed to investigate the personal, educational, and experiential factors that promote or inhibit the development of human talents. Extensive data were obtained in 1960 from a sample of over 400,000 students in grades 9-12 in the United States. These data included cognitive skills of the individuals, their interests, plans, family background, and activities while in high school, as well as general characteristics of the schools they attended. Follow-up surveys conducted 1 year, 5 years, and 11 years after high school graduation produced data regarding the individual's post-high school education and work experiences, family development, plans and aspirations, and life satisfaction (see TM 870 794). This "Project TALENT Public Use File, 1960-1976" is a machine-readable data file (MRDF) containing data for a self-weighted subsample of 4,000 high school students selected from the original 400,000 participants. From each of the high school

classes of 1960 through 1963, 1,000 men and women were selected, all of whom had responded to the 11-year follow-up survey. This file then contains data from the original 1960 testing as well as from the 11-year follow-up survey. The 1960 student data include: scores on information tests, ability tests, aptitude tests, and achievement tests in language, mathematics, and visualization; dispositional traits; occupational and activity interests; family background, and personal matters related to health, current school and social activities, and life plans. The 11-year follow-up variables included: educational experience in terms of degrees, noncollege training, occupational training in high school, financial support for college study, colleges and dates attended, and perceived value of education; career in terms of work experience, occupation, income, job satisfaction, career plans, and reasons for stopping work; and personal variables such as marital status and history, childbearing history, expected family size, spouse's education and career, quality of life, geographical mobility, military experience, political behavior, leisure and civic activities, race, and discrimination experienced. The data are in logical record format with record lengths of 2,383 for each of the 4,000 cases. The file has approximately 1,175 variables. TYPE OF SURVEY: National Probability Survey; Follow-up Survey; Longitudinal Survey. POPULATION: High school students from the classes of 1960-1963 participating in the Project TALENT surveys. METHODOLOGY: A subsample of 4,000 Project TALENT participants were selected (1,000 men and women from each of the high school classes of 1960-1963); all of whom had responded to the 11-year follow-up mail survey. FREQUENCY OF SURVEY: Periodic. YEAR OF FIRST DATA: 1960. (CDM/WTB)

UD

ED 287 907 UD 025 343

"Where's Room 185?" How Schools Can Reduce Their Dropout Problem, Part I. An Ethnographic Investigation of Four Matched Pairs of Urban High Schools.

Chicago Panel on Public School Policy and Finance, IL.

Pub Date—Dec 86

Note—67p.; For Part II, see UD 025 344. Support for this project was provided by the Lloyd A. Fry Foundation.

Available from—Chicago Panel on Public School Policy and Finance, 220 South State Street, Suite 232, Chicago, IL 60604 ($16.40, Parts I and II).

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attendance, Black Students, Discipline, *Dropout Characteristics, *Dropout Prevention, Economic Factors, *Educational Environment, *High Risk Students, High Schools, *Predictor Variables, Public Schools, *School Holding Power, Teacher Student Relationship, Teaching Methods, Urban Schools

Identifiers—Chicago Public Schools IL

This study sought to determine whether there is a set of in-school factors which might help explain the differences in dropout rates among schools with very similar student bodies. The study was designed as an in-depth ethnographic examination of four pairs of Chicago (Illinois) public high schools. One school in each pair had a high dropout rate and the other had a lower rate. The goal of the study was to determine whether the schools with the lower dropout rate in each pair differed in consistent ways from the schools with the higher dropout rate. The study found six major characteristics that distinguished the lower dropout rate schools from the others. These include: (1) stronger leadership from the principal and his or her administration; (2) more order and discipline in the halls, lunchrooms, and other common areas of the school; (3) better student attendance; (4) lower failure rates; (5) more active instruction and less seatwork in the classroom; and (6) more interaction between teachers and students in class. Common findings across all schools in the study are listed. Recommendations are made for improving school environments. A list of references is included. (PS)

ED 287 908 UD 025 344

"Where's Room 185?" How Schools Can Reduce Their Dropout Problem, Part II. An Ethnographic Investigation of Four Matched Pairs of Urban High Schools.

Chicago Panel on Public School Policy and Finance, IL.

Pub Date—Dec 86

Note—141p.; For Part I, see UD 025 343. Support for this project was provided by the Lloyd A. Fry Foundation.

Available from—Chicago Panel on Public School Policy and Finance, 220 South State Street, Suite 232, Chicago, IL 60604 ($16.40, Parts I and II).

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Attendance, *Dropout Characteristics, *Dropout Prevention, Economic Factors, Educational Environment, *High Risk Students, High Schools, Predictor Variables, Public Schools, School Administration, *School Holding Power, Truancy, *Urban Schools

Identifiers—Chicago Public Schools IL

This report is the second part of a study which sought to determine whether there is a set of in-school factors which might help explain the differences in dropout rates among schools with very similar student bodies. The study was designed as an in-depth ethnographic examination of four pairs of Chicago (Illinois) public high schools. One school in each pair had a high dropout rate and the other had a lower rate. Part I of the study discussed methodology and findings. Part II describes each school in the study. The following information is provided about each school: (1) school and community environment; (2) student body characteristics; (3) faculty and staff characteristics; (4) administrative style; and (5) school policies on curriculum, failure and promotion, faculty, extracurricular activities, attendance, discipline, and special programs. (PS)

ED 287 909 UD 025 397

Liu, William T. Yu, Elena S. H.

Asian-American Youth.

National Society for the Study of Education, Chicago, Ill.

Pub Date—75

Note—25p.; In: Seventy-fourth Yearbook of the National Society for the Study of Education. University of Chicago Press, 1975. Part 1, p367-389.

Pub Type— Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acculturation, *Asian Americans, Chinese Americans, *Immigrants, Japanese Americans, Minority Groups, Racial Bias, *Racial Discrimination, *Social Integration, *United States History

Identifiers—Japanese Relocation Camps

Although Asian Americans enjoy the image of a "successful minority," they also have endured hardships and prejudices. This report traces the history of the Japanese and Chinese experience in the United States. Some similarities are discernible in the immigration patterns of the two ethnic populations. The first wave of immigrants provided cheap laborers and railroad construction workers. It was followed by a transitional stage of new immigrants who came largely from an entrepreneurial class and/or a class of accomplished intellectuals. The current stage commenced with the easing of the Chinese immigration rules, the dispersion of the Japanese after the war, suburbanization, and the rise of a new Asian middle class. Their children are not satisfied with material achievements and are increasingly concerned with social inequality. These stages are discussed in detail. The development of new psychological identities is discussed also. (PS)

ED 287 910 UD 025 483

"The Minnesota Hispanic Leadership Project."

Spanish Speaking Affairs Council. St. Paul, MN.

Pub Date—29 Jul 83

Note—17p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advocacy, Change Agents, Citizen Participation, *Community Leaders, *Hispanic Americans, *Leadership Training, Outreach Programs, Political Power, Social Action, Social Responsibility, Spanish Speaking

Identifiers—*Minnesota

This report describes the Minnesota Hispanic Leadership Project. Its mission is to identify, recruit, develop, and mobilize the necessary resources in order to increase the effectiveness of the state's Hispanic leadership, so that it can influence education, economics, and social and political affairs. The report is divided into the following sections: (1) introduction and needs statement describing why a "grassroots" movement is necessary; (2) a description of the project's components, administration, project sites, and project activities; and (3) criteria and selection of project participants. (PS)

ED 287 911 UD 025 519

Evaluation of the School Within A School, 1984-85.

Kansas City School District, Mo.

Pub Date—Aug 85

Note—73p.; Appendices may not reproduce clearly due to yellow-colored paper.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Attendance, *Compensatory Education, English Instruction, Grouping (Instructional Purposes), High Schools, *High School Students, *Individualized Instruction, Instructional Effectiveness, *Low Achievement, Mathematics Instruction, Program Effectiveness, Remedial Instruction, Self Concept, Social Studies, Teacher Behavior, Teaching Methods

Identifiers—Intervention Education

The School Within A School (SWAS) Program is designed to help low-achieving high school students improve their academic achievement. This evaluation examined five program aspects: implementation; achievement; self concept; perceptions of students, teachers, coordinators and principals; and student attendance. Student team learning and individual instruction were of particular interest for this evaluation because these two types of classroom learning activities were emphasized as part of the SWAS philosophy and teaching focus. Individualized instruction was a learning activity for 35% of the observed classroom time. Student team learning was used 11% of the observed classroom time. Teachers frequently did not complete the full sequence of student team learning activities during one class period, i.e., presentation to the entire class, work in student groups, and a quiz. For the most part, students were attentive to learning activities and discipline interruptions were low. The SWAS students had higher scores than the comparison students on the Tests of Achievement and Proficiency reading test. Students were generally positive about the program. They particularly liked the personal attention from teachers and the small class size. The SWAS program appears to have helped them develop a better outlook on the learning process and helped them make some progress towards overcoming their academic deficiencies. Recommendations for improving the program are listed. Appendices provide the SWAS philosophy, student comments, teacher comments, comments from teacher interviews, analysis of covariance summaries, and correlated T-Test summaries. Two graphs and 11 tables are included. (PS)

ED 287 912 UD 025 549

Steingasser, Jean And Others

Asians in New York City: A Demographic Summary.

New York City Dept. of City Planning, N.Y.

Pub Date—Dec 86

Note—20p.; Prepared for the Mayor's Task Force on the Year 2000: Asian-American Issues.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Acculturation, *Asian Americans, Demography, Equal Opportunities (Jobs), *Immigrants, *Limited English Speaking, Racial Bias, Social Services, *United States History

Identifiers—*New York (New York)

This demographic survey provides the following information on Asian Americans: (1) states with the highest Asian American population; (2) ethnic breakdown among Asians; (3) Asian immigration history and legislation affecting it; (4) individual immigration histories of Asian Americans in New York City (New York), including the Chinese, Japanese, Koreans, Filipinos, Asian Indians, Pakistanis, Vietnamese, Kampucheans, and other Southeast Asians; (5) employment, income, and public assistance statistics; (6) education; (7) languages; and (8) media and arts. (PS)

ED 287 913 UD 025 550

Lichter, Linda S. Lichter, S. Robert

Howard Beach Youth: A Study of Racial and Ethnic Attitudes.

Center for Media and Public Affairs, Washington, DC.

Spons Agency—American Jewish Committee, New York, N.Y. Inst. on Pluralism and Group Iden-

tity.; National Italian American Foundation, Washington, DC.
Pub Date—May 87
Note—36p.; Also sponsored by the Commission for Social Justice, Order of the Sons of Italy.
Available from—Center for Media and Public Affairs, 2101 L Street, N.W. #505, Washington, DC 20037.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Community Attitudes, *Ethnic Bias, High Schools, *High School Students, *Intergroup Relations, Minority Groups, *Racial Relations, Social Problems, *Urban Schools
Identifiers—*New York (Queens)
This assessment of the climate of racial and ethnic attitudes in Howard Beach (New York) was conducted at John Adams High School, the public school attended by the greatest number of high school children in the Howard Beach community. The survey of 1,217 students was administered in December, 1986, several weeks before the incident in which a number of Blacks were beaten and one died in Howard Beach. Results of the survey revealed a significant amount of racial and ethnic tolerance as well as tensions. Large majorities of all White groups reported that neither they nor their parents discouraged contacts with non-Whites. While students report a high perception of tolerance in their home environment, in school many students perceived the existence of racial and ethnic problems. The schools' three largest minority groups –Italians, Blacks, and Hispanics–elicited the highest rates of negative stereotyping. Findings demonstrated the complexity of prejudice. There was no consistent pattern of racial cleavage. (PS)

ED 287 914 UD 025 574
Howard, Ronald A., Ed.
Education for Language Minorities: The Perspectives of Administrators, Parents, and Youth.
National Association of State Boards of Education, Alexandria, VA.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date—83
Note—41p.
Available from—NASBE, 701 North Fairfax St., Suite 340, Alexandria, VA 22314 ($6.50 prepaid or authorized purchase orders required).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acculturation, *Asian Americans, *Bilingual Education Programs, Elementary Secondary Education, Ethnic Groups, *Hispanic Americans, *Immigrants, Limited English Speaking, Parent Attitudes, Program Effectiveness, School Effectiveness, Self Concept, *Social Integration
Identifiers—Culturally Different Students
The articles in this monograph reflect varying points of view as expressed by state and local education administrators, parents, and students concerning the provision of distinctive services for language-minority students. The introduction provides a legislative history of educational programs and services for limited-English speaking students. State and local administrators describe educational programs and goals of their units. The parents' articles discuss the difficulties of adjustment and the need parents feel to hold onto their own heritage and history. The students discuss their experiences in school and in bilingual or English as a Second Language programs. (PS)

ED 287 915 UD 025 613
Detroit Public Schools: Strategic Planning Resource Document (Revised).
Detroit Public Schools, Mich.
Pub Date—16 Feb 85
Note—1,209p.
Pub Type— Reports - Research (143)
EDRS Price - MF09/PC49 Plus Postage.
Descriptors—Attendance, Curriculum Development, Data Collection, *Dropouts, *Educational Technology, Elementary Secondary Education, *Enrollment, Nontraditional Education, Recruitment, *School Community Relationship, Transportation, *Trend Analysis, Urban Schools
Identifiers—*Detroit Public Schools MI
The data presented in this report on the Detroit Public School System (DPS) are used to discover which issues, trends, and implications are expected to affect DPS through 1990. The report is divided into an external analysis, internal analysis, and key stakeholders report. In the external analysis, an environmental scan of the economic, social, political, technological, and education factors was conducted for the period 1979-80 through 1983-84. The data were used to determine trends through 1990. A series of critical issues considered to be key problems were developed from the environmental data, and the implications for DPS were formulated. For the internal analysis, data and information were collected for 11 areas, including finance, students, pupil personnel services, community relations, technology, achievement, curriculum, and support services. The key stakeholders report is an analysis based upon a survey which measured the perceptions of various groups (consisting of students, parents and community members, and others) about program areas, educational services, strengths and weaknesses, improvement recommendations, goals, and groups DPS should serve. A list of recommendations for dealing with upcoming problems is included. (PS)

ED 287 916 UD 025 627
Youth Leadership Evaluation Report 1985-86.
Albuquerque Public Schools, N. Mex.
Pub Date—Nov 86
Note—25p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Modification, *Dropout Prevention, Elementary Secondary Education, *High Risk Students, Interpersonal Relationship, Intervention, Locus of Control, *Peer Influence, School Holding Power, Self Concept
Identifiers—Albuquerque Public Schools NM, *New Mexico
The Youth Leadership Program (YLP) has been in operation in schools throughout Albuquerque and the State of New Mexico for four years. Students selected for the program represented two groups: high risk, or negative, leaders; and positive leaders. The program established situations in which pupils from both groups could work together in individual and group activities toward common goals. This evaluation is based on interviews and surveys of students, parents, school staff, and administrators. It attempts to measure particular students' self-esteem and sense of control over their lives. Responses show the YLP has been highly successful in helping students gain self-confidence and a sense of belonging and involvement. Participants and their parents were enthusiastic about the program. Students made friends more easily. Teachers and principals noted an increased awareness of others' feelings, as well as improved behavior and self-control. (Author/PS)

ED 287 917 UD 025 758
High School Profiles, 1984-85.
Portland Public Schools, Oreg.
Pub Date—85
Note—130p.; For related document, see ED 276 798. Prepared by Management Information Services.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Costs, Dropout Rate, Enrollment, Ethnic Groups, *High Schools, Minority Groups, *School Demography, *School Effectiveness, *School Statistics, Suspension, Urban Schools
Identifiers—*Portland School District OR
This report presents a wide variety of 1984-85 data on all of the secondary schools and programs in the Portland, Oregon, Public Schools. The profiles are divided into three sections. Part 1 compares the 10 major high schools for selected variables, including enrollment, costs, graduation and attrition rates, absenteeism and discipline problems, and minority and ethnic enrollment. Early leaver rates are broken down by school and year, ethnic group and year, school and ethnic group, resident area and year, school and grade level, and school and gender. Part 2 is organized by school and includes comprehensive data on each of the 10 major high schools. Data on each school's physical facility, enrollment, educational program, and performance are included. Part 3 provides more limited data for the District's special secondary schools and programs, with greatest focus on the Metropolitan Learning Center, Vocational Village. (KH)

ED 287 918 UD 025 761
Cleveland Initiative for Education Program.
Cleveland Public Schools, Ohio.
Pub Date—29 Jul 87
Note—15p.; Also sponsored by the Greater Cleveland Roundtable, a coalition of leaders from Cleveland.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Disadvantaged, *Dropout Prevention, Educational Improvement, *Education Work Relationship, Employment Opportunities, Job Training, Private Financial Support, *School Community Relationship, Secondary Education, *Urban Schools
Identifiers—*Cleveland Public Schools OH
The Cleveland Initiative for Education (CIE) is a plan designed by the Greater Cleveland (Ohio) Roundtable, the city's key assembly of civic and corporate leaders, and the Cleveland Public Schools. Its goal is to improve the quality of education, increase the number of high school graduates, and improve graduates' post-secondary opportunities through interlocking, system-wide programs. These papers, consisting of a fact sheet, questions and answers, a prologue, and executive summary, describe the background of the CIE, its programs, and its support services network. The Scholarship-in-Escrow and School-to-Work Transition programs are described in detail. The Scholarship-in-Escrow Program is intended to encourage Cleveland Public School students to consider post-secondary education. The program combines financial incentive, based on grades in prescribed academic subjects, with a comprehensive array of support services, both internal and external to the school district. The School-to-Work Transition Program is a partnership between the Cleveland Public Schools and the business community, designed to ease students' transition from school to the world of work, to focus the various employment programs that currently exist for students, and to meet the needs of businesses. (PS)

ED 287 919 UD 025 821
Minority Student Enrollments in Higher Education: A Guide to Institutions with Highest Percent of Asian, Black, Hispanic, and Native American Students.
Garrett Park Press, Md.
Report No.—ISBN-0-912048-49-2
Pub Date—87
Note—78p.
Available from—Garrett Park Press, P.O. Box 190, Garrett Park, MD 20896.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*American Indians, *Asian Americans, Black Colleges, *Black Students, College Desegregation, College Students, *Enrollment, Equal Education, Higher Education, *Hispanic Americans, *Minority Groups, Racial Composition, School Desegregation
Identifiers—*Native Americans
This resource guide provides data on minorities enrolled in 500 colleges and universities. Descriptions of each institution are followed by total student enrollment and the percentage of students from four minority groups: Asian, Black, Hispanic, and Native American. The types of academic programs offered by the institution are illustrated by examples of their major programs. The booklet is intended to direct employing organizations to institutions with higher than average minority enrollments, to allow similar educational institutions to compare their minority enrollment figures, and to identify for minority students those educational institutions of special interest to them. Besides the information directory, this booklet provides the following: (1) definitions of minorities; (2) general data on minorities in higher education; (3) minority student enrollment/degrees by field of study; (4) notes on college enrollment by minority group; and (5) a list of useful books. (PS)

ED 287 920 UD 025 831
Reauthorization of Expiring Federal Elementary and Secondary Education Programs, Chapter 1 of the Education Consolidation and Improvement Act. Volume 1: Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, One Hundredth Congress, First Session on H.R. 5 and H.R. 950.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—GPO-72-853
Pub Date—87
Note—478p.; Document contains very small, light type which may not reproduce well. Serial No. 100-2.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC20 Plus Postage.
Descriptors—*Compensatory Education, *Disadvantaged, Dropouts, *Educational Finance, Educational Improvement, *Elementary Secondary Education, *Federal Programs, Parent Participation, Poverty Areas, Private Schools, Program Effectiveness, Supplementary Education
Identifiers—Education Consolidation Improvement Act Chapter 1

This report presents statements, letters and supplementary material submitted in favor of a bill renewing funding for Chapter 1 of the Education Consolidation and Improvement Act. Testimony describes how successful the program has been and suggests how the bill can be changed and the Chapter 1 program improved. Among suggestions made are the following: (1) There should be substantial increases in research to discover what works in helping disadvantaged students. (2) Teacher professional development and minority teacher recruitment must be stimulated. (3) More schools must be eligible for school-wide projects. (4) Cap allowable carryover of funds should be 15% instead of 10%. (5) School districts should be allowed to make individual exceptions, based on the districts' assessment of the student, to the two-year limit on services to those who are needy but no longer most needy. (6) School board members should be included on regulators review panels. (7) The measures of low-income status which should be used should be specified. (PS)

ED 287 921 UD 025 833
Pacific Rim Profiles. A Demographic Study of Asian Pacific Population in Los Angeles County. Technical Report.
United Way, Inc., Los Angeles, CA.
Pub Date—Nov 85
Note—341p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Asian Americans, Census Figures, *Cultural Differences, Demography, *Ethnic Groups, Ethnic Origins, Immigrants, *Minority Groups, Mobility, Population Trends, Whites
Identifiers—*California (Los Angeles), Immigration

This demographic study of the Asian Pacific Population in Los Angeles County (California) summarizes social and economic data from other sources. Trends and statistical data are presented for the following groups of Asian-Americans: Japanese, Chinese, Filipino, Korean, Asian Indian, Hawaiian, Vietnamese, and other Asians. The following topics are included: (1) population growth and estimates; (2) immigration trends; (3) geographic location; (4) comparative analysis of ethnic groups; (5) social indicators; and (6) Asian Pacific service resources. Recommendations are made for increased services in language, education, employment, immigration, health, domestic violence and intergroup relations. (VM)

ED 287 922 UD 025 835
Bartolomucci, Eileen M.
The Effect of Depressive Symptoms on the Quality of Parenting and Intimate Relationships in Single Black Women.
Pub Date—86
Note—57p.; Ph.D. Dissertation, University of Pittsburgh.
Pub Type— Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Blacks, *Depression (Psychology), *Economically Disadvantaged, Family Environment, Fatherless Family, *Females, Interpersonal Relationship, Life Satisfaction, *One Parent Family, *Parent Child Relationship, Poverty

This study examines depressive symptoms in economically disadvantaged black single mothers involved in an intimate relationship with a male friend for at least six months. The effects of depressive symptoms on the following three dimensions of family functioning are evaluated: (1) quality of parenting; (2) quality of intimate relationships; and (3) the subjective experience of life strain. Results of the study indicate that depressed mothers see economic strain and child adjustment differently than non-depressed mothers. As the experience of economic strain increases, so does the positive aspects of the mother's relationship to her male intimate. Implications for future research are discussed. Appendices include copies of the survey tools. An extensive list of references is included. (PS)

ED 287 923 UD 025 836
Hill, Paul, Jr.
Simba: Coming of Age for the African-American Male.
Pub Date—10 Feb 87
Note—27p.; For related document, see UD 025 837.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—African Culture, *Black Culture, *Black Education, Black Family, *Blacks, *Males, *Role Models, Socialization, Social Responsibility
Identifiers—*Initiation Rites, Machismo, Rites of Passage, *Simba Program

Black American males lack a ceremony to usher them into manhood. Such a ritual could help to ensure proper socialization and self identity. It may counteract the negative influence of street culture. Like other major life change ceremonies, a coming-of-age rite can help to locate anew the individual within the community. Elements of this rite of passage should be the following: (1) contact with nature; (2) ordeal and challenge; (3) solitude; (4) public witness; and (5) symbolic representations. The Simba Program implemented by the East End Neighborhood House in Cleveland, Ohio, offers a rite of passage process for black males. The program provides social supports, information, and skill development. This voluntary program requires attendance for six hours per week for one to three years depending on the rapidity of skill development. The institutionalization of this type of process is imperative for the survival of black Americans. (VM)

ED 287 924 UD 025 837
Hill, Paul, Jr.
Coming of Age for the 21st Century.
Pub Date—25 Jun 87
Note—12p.; For related document, see UD 025 836.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—African Culture, *Blacks, *Black Youth, Daily Living Skills, *Males, Role Models, Social Change, *Socialization, *Social Support Groups
Identifiers—*Initiation Rites, Machismo, Rites of Passage, *Simba Program

Literature that speculates about the future omits African-Americans. Racism and unemployment have caused this group to swell the ranks of the underclass. Thus, as a group, blacks have been written off as obsolete and useless. Most at risk for joining the underclass is the black male. Because of the way Western males are socialized to be strong and macho, and because of discrimination which does not allow black males to achieve the preferred male image, black men are dehumanized. An orderly process of socializing black youth is needed. They must be prepared for adulthood in a way that increases their self-esteem. The model for their training must be an Afrocentric one in which the elders of the community teach the youth to become responsible adults, and in which social institutions provide life sustaining support. The rite of passage known as Simba Wachanga is an appropriate model. (Author/VM)

ED 287 925 UD 025 838
Hill, Paul, Jr.
Survival of the Black Child: Our Resource of the Future.
Pub Date—Sep 82
Note—24p.; Some pages contain light, broken type.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Community, *Blacks, *Black Youth, Crime, *Daily Living Skills, Elementary Secondary Education, *Family Life, Poverty, *Social Change, Social Status, Social Support Groups
Identifiers—Religious Movements

The general condition of black children is reported with a focus on maladaptive behaviors caused by being black in American society. Black youth are characterized as alienated, poor, poorly educated, and lacking safe housing. Government responses to the needs of these children are fraught with social barriers and bureaucracy. As in all institutional structures, social programs usually lose sight of their true mission. The contradictions that social institutions engender create a "catch 22" for blacks. Gains of the 1960s and 1970s have not eliminated injustices and inequalities. They have, however, weakened the black family. Solutions to these problems should include the following: (1) a redefined social agenda for blacks based on unity and self-determination; (2) the development of a socially supportive environment for nurturing black children; (3) a cultural revolution which establishes a black identity and value system. (VM)

ED 287 926 UD 025 839
Hill, Paul, Jr.
Liberation Education.
Pub Date—6 Aug 86
Note—12p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Education, Black Employment, *Blacks, Child Development, *Elementary Secondary Education, Knowledge Level, Population Trends, *Social Change, Social Planning, *Teacher Effectiveness
Identifiers—*Liberation

This document describes the work of a teacher training institute sponsored by the Kent State Pan-African Studies Department and the Council of Independent Black Institutions and held at Kent State University on July 7-18, 1986. The underlying concept was that a new generation of African-American youth must be developed. These young people must be capable of decision-making that will positively affect family, community, nation, and world. The participants were trained to see education as a human act which fosters liberation. Speakers at the institute called for the following reforms: (1) the replacement of black teachers who have left teaching; (2) the declaration of a national state of emergency for African-Americans to prevent more from becoming members of the underclass; (3) changes in the world economic order; (4) "liberation education," which focuses on black culture and history; (5) the creation of more black independent institutions; and (6) preparation of minority youth for the technologically sophisticated, capital intensive economy of the future. (VM)

ED 287 927 UD 025 841
Vivona, Carol
Adamsville Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—32p.; For related documents, see UD 025 842-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Educational Improvement, Elementary Education, *Elementary Schools, Enrollment Influences, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA

This report from the Adamsville Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 24 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions generated from these findings are the following: (1) both reading and math scores were above the norm for the school system; (2) in both subjects there was a significant improvement in scores; (3) the systemwide goal of having at least 50 percent of students score at or above the national norm was met for reading in grades 2-7, and for math in grades 1, 2, 4, and 7; (4) there was partial success in achieving the state averages for reading and math; (5) second-graders succeeded in meeting publishers' recommendations for progress in reading, but first-graders did not; and (6) only grades 1, 2, and 4 met the goals for progress in the math program. Commendations are suggested for the principal and faculty in light of these in-

creases in student achievement. Careful adherence to the school plan is recommended in order to insure increased progress in math. Descriptive statistics and test scores are presented in 17 tables. (VM)

ED 287 928 UD 025 842
Amuleru-Marshall, Nancy
Arkwright Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—33p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Educational Improvement, Elementary Education, Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Arkwright Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 12 findings concerning enrollment, attendance, reading achievement, and math achievement. Findings include the following: (1) the performance of the kindergarten class in the basal program and on standardized tests was excellent; (2) progress in the basal program was commendable in some grades and in need of improvement in others; (3) in general, Chapter 1 students made greater gains; and (4) the percentages of student promoted at each grade level were equal to or greater than the systemwide percentages, except for grade 4. It is recommended that the third and fourth grades receive special attention to alleviate weaknesses in math. In these grades the textbook material must be covered more efficiently, and individual student test reports should be reviewed by the staff so that specific skill deficits can be identified and remediated. More creative instructional strategies must be developed to address skill deficits in grades 1, 3, and 6. Descriptive statistics and test scores are presented in 17 tables. (VM)

ED 287 929 UD 025 843
Amuleru-Marshall, Nancy
Ben Hill Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—30p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, *Reading Achievement, School Effectiveness, *Urban Schoo's
Identifiers—*Atlanta Public Schools GA
This report from the Ben Hill Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 11 findings concerning enrollment, attendance, reading achievement and math achievement. Conclusions and recommendations generated from these findings are the following: (1) on most indices, the school's performance surpassed the systemwide performance levels; (2) slight modifications in the pacing of students through the math text would alleviate the slight shortcoming of the third and fourth grade progress in this area; (3) teachers in grades 1-3 should emphasize the skills that showed deficits; and (4) staff should review individual student performance reports to assess instructional needs. Descriptive statistics and test scores are presented in 16 tables. (VM)

ED 287 930 UD 025 844
Popwell, Emma
Bethune Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—32p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Enrollment Influences, Grade Repetition, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Bethune Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 27 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions generated from these findings are the following: (1) the school was below the national norms for reading and math in both 1986 and 1987; (2) second and fourth grade students scored above the national norm for social studies and below for science; (3) although the greater portion of reading and math basal materials were completed, in only grades 2, 4, and 5 did 50 percent or more students complete the designated number of reading magazines, and no grade level met the basal expectations for math; (4) the number of kindergarten students who entered with no formal preschool experience decreased; (5) first grade scores for reading and math were well below the state average; (6) 20 percent of the third grade students needed retesting on the criterion-referenced test; and (7) there was an increase in retention for grades 1-5, and 16 percent of the kindergarten students were retained. Descriptive statistics and test scores are presented in 16 tables. (VM)

ED 287 931 UD 025 845
Plankenhorn, Andy
Campbell Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—31p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, Remedial Instruction, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA, Early Intervention
This report from the Campbell Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents eight findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) the proportion of students reaching the system goals in both reading and math improved and was above the system average; (2) student performance on tests improved compared to 1986; (3) overall test performance was below the system's average; (4) improvement in achievement test scores can be achieved as staff continues to work on basal progress; (5) emphasis should be given to the remediation of weaknesses in kindergarten and first grade; and (6) the cooperative spirit in primary grades is helping students and should be continued. Descriptive statistics and test scores are presented in 17 tables. (VM)

ED 287 932 UD 025 846
Plankenhorn, Andy
Coan Middle School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—23p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Secondary Education, Junior High Schools, *Mathematics Achievement, *Middle Schools, Norms, Public Schools, *Reading Achievement, Remedial Instruction, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Coan Middle School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents seven findings concerning attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) all achievement test scores were below the system average; (2) basal progress was below the system average and no sixth- or seventh-grade student reached expectation in math; (3) scores on the criterion-referenced test were lower than in 1986; (4) remedial work is needed, especially for the retained students in grades 6 and 7; and (5) closer attention must be given to periodic review of progress in relation to goals. Descriptive statistics and test scores are presented in 13 tables. (VM)

ED 287 933 UD 025 847
Plankenhorn, Andy
Dunbar Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—29p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Enrollment Influences, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Dunbar Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents eight findings concerning enrollment, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) basal progress was above system performance; (2) achievement test results improved; (3) scores on the basic skills test reached system goals; (4) first grade results on the criterion-referenced test were above the system level; and (5) the academic efforts and the caring atmosphere of the school helped children to excel and should be continued. Descriptive statistics and test scores are presented in 16 tables. (VM)

ED 287 934 UD 025 848
Vivona, Carol
East Lake Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—30p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the East Lake Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 23 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) the level of student achievement remained considerably above that of the system in reading, and similar to the system in math; (2) the greatest improvement was in the area of reading; (3) the systemwide goal of having at least 50 percent of the scores at or above the national norm was met schoolwide in both reading and math; (4) scores on the criterion-referenced test declined both in reading and math at the first- and third-grade levels; (5) basal progress continued to be stronger in math, but the greatest growth was experienced in reading; and (6) the principal and faculty should be commended and should continue to work on improvements in reading, especially at the first- and third-grade lev-

els. Descriptive statistics and test scores are presented in 16 tables. (VM)

ED 287 935 UD 025 849
Plankenhorn, Andy
Gideons Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—29p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Gideons Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative analysis presents eight findings concerning attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) basal progress was above expectations; (2) system goals were exceeded on the achievement tests; (3) above system level performance was achieved on the criterion-referenced test; (4) the caring spirit of the staff helped the students and should be continued; and (5) closer attention must be given to grade 4 retainees in order to maximize their growth. Descriptive statistics and test scores are presented in 16 tables. (VM)

ED 287 936 UD 025 850
Emmons, Nancy J.
Grady High School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—25p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, High Schools, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Grady High School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 15 findings concerning enrollment, attendance, reading achievement, math achievement, and achievement in other subject areas. Conclusions and recommendations generated from these findings are the following: (1) scores on the achievement/proficiency test were higher in grades 9 and 11 than for high schools systemwide; (2) scores on the basic skills test were lower for this school than the scores systemwide; (3) factors that may have added to these lower scores are a high mobility index, a high bilingual enrollment, and a high pupil-teacher ratio; (4) the decrease in the percentage of Grady graduates who enroll in post-secondary schools is of some concern; (5) more monitoring of academic performance and institutional factors is in order; and (6) the improvements by compensatory students and the high staff attendance rate at Grady should be commended. Descriptive statistics and test scores are presented in 12 tables. (VM)

ED 287 937 UD 025 851
Popwell, Emma
Herndon Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—32p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Enrollment Influences, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Herndon Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 25 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) test scores demonstrated the capability of students at this school to perform at and above grade-level expectations and national achievement norms; (2) continued attention to achievement indicators will allow the school to sustain and improve these levels; and (3) the present leadership, staff and planning will allow the school to continue to make progress toward student achievement goals. Descriptive statistics and test scores are presented in 16 tables. (VM)

ED 287 938 UD 025 852
Popwell, Emma
Kimberly Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—32p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Enrollment Influences, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Kimberly Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 28 findings concerning enrollment, attendance, reading achievement, math achievement, and achievement in other subject areas. Conclusions and recommendations generated from these findings are the following: (1) in 1987 the school was at the national norm for reading and math; (2) the number of kindergarten students scoring above national norms increased in 1987; (3) in 1987 second- and fourth-grade students performed above national norms for social studies and science; (4) students completed the greater portion of the reading and math materials; (5) 92 percent of the kindergarten class completed and mastered the reading readiness program; (6) scores for first-grade students on the criterion-referenced test exceeded reading and math scores for the system and the state; (7) in the third grade, 94 percent passed reading and 87 percent passed math on the first examination; and (8) principal and staff planning should allow students to sustain and improve upon this achievement. Statistics and test scores are presented in 16 tables. (VM)

ED 287 939 UD 025 853
Crawley, Nora S.
Lakewood Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—32p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Lakewood Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 21 findings concerning enrollment, attendance, reading achievement, math achievement, and achievement in other subject areas. Conclusions and recommendations generated from these findings are the following: (1) data from this school compare favorably with system or state data in kindergarten students' mastery of the criterion-referenced test, basal progress in reading and math, and third-grade performance in math on the same test; (2) the categories in which the school scored less favorably are the mobility index, basic skills test scores, and performance on the criterion-referenced tests in first and third grades; and (3) instruction must be improved in the areas where progress was less acceptable. Statistics and test scores are presented in 17 tables. (VM)

ED 287 940 UD 025 854
Vivona, Carol
Lin Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—30p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Lin Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 22 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) scores on basic skills tests reflected an increase in student achievement in both reading and math; (2) the systemwide goal of reaching the state average on the criterion-referenced test was not met in the first grade but was met in the third grade; (3) the percentages of students who progressed in reading and math basals were above those of the system at all grade levels; and (4) strategies should be explored to facilitate improvement in first grade scores. Statistics and test scores are presented in 16 tables. (VM)

ED 287 941 UD 025 855
Vivona, Carol
Miles Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—29p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Miles Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 23 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) there was considerable growth in student performance in both reading and math; (2) the systemwide goal that at least 50 percent of the students achieve at or above the national norm was met in reading at all grade levels except the first, and in math at all levels except the sixth; (3) partial success was achieved in meeting systemwide goals on the criterion-referenced test; (4) basal progress was excellent in both reading and math; and (5) efforts to progress through the basal materials and to integrate skills into the curriculum should be continued. Statistics and test scores are presented in 17 tables. (VM)

ED 287 942 UD 025 856
Plankenhorn, Andy
Murphy High School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—25p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Enrollment Influences, High Schools, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Murphy High School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents nine findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) test results were below the system average; (2) a low percentage of students met the systemwide goal of at least 50 percent at or above the national norm; (3) poor attendance and mobility increases had an adverse affect on student performance; (4) there must be a continuation of remediation for low performing students; and (5) the positive spirit of the administration and faculty must be maintained. Statistics and test scores are presented in 12 tables. (VM)

ED 287 943 UD 025 857
McDaniel, Augustine
Peterson Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—32p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Peterson Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 14 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) the percentage of basal progress was higher than the systemwide percentage of basal progress in reading and math; (2) reading achievement on the basic skills test was lower than the systemwide level, but achievement was higher than the systemwide level in math; (3) on the criterion-referenced test the first-grade scores were higher than the systemwide level in reading; (4) third- and seventh-grade student achievement was lower than the systemwide level; and (5) special efforts should be made to increase the number of students scoring at or above national norms in basic skills. Descriptive statistics and test scores are presented in 17 tables. (VM)

ED 287 944 UD 025 858
Popwell, Emma
Slaton Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—32p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Slaton Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 26 findings concerning enrollment, reading achievement, math achievement, and achievement in other subject areas. Conclusions and recommendations generated from these findings are the following: (1) students completed the greater portion of the basal materials; (2) 41 percent of the students were at or above the national norm for reading, and 62 percent were above it for math; (3) instructional needs must be better met at grade levels with a high percentage of retention (particularly kindergarten and the first grade). Statistics and test scores are presented in 16 tables. (VM)

ED 287 945 UD 025 859
Popwell, Emma
Sylvan High School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—28p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Enrollment Influences, *High Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, Social Studies, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Sylvan High School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 20 findings concerning enrollment, attendance, reading achievement, math achievement, and achievement in other subject areas. Conclusions and recommendations generated from these findings are the following: (1) performance on most of the student achievement indicators remained comparable to systemwide levels; (2) the few indicators that were below expectation were math scores on the basic skills test and ninth-grade social studies scores; and (3) recommendations are lacking since this school became a middle school organization in the 1987-88 school year. Statistics and test scores are presented in 13 tables. (VM)

ED 287 946 UD 025 860
Plankenhorn, Andy
Toomer Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—28p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, Remedial Instruction, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Toomer Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents eight findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) student basal progress exceeded expectations in most grades; (2) most grades did not reach the system goals on the basic skills test; (3) results for grade three on the criterion-referenced test were very low; and (4) attention and remediation should be given in kindergarten and third grade. Statistics and test scores are presented in 16 tables. (VM)

ED 287 947 UD 025 861
Popwell, Emma
Venetian Hills Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—34p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Venetian Hills Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 24 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) kindergarten students performed at the systemwide level; (2) first grade students performed higher in math than in reading; (3) almost all third grade students passed the criterion-referenced test the first time; (4) 92 percent of students at all the grade levels were promoted; (5) kindergarten students must be given special help in math; and (6) first-graders must be encouraged to complete the basal materials. Statistics and test scores are presented in 13 tables. (VM)

ED 287 948 UD 025 862
Popwell, Emma
West Atlanta Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—31p.; For related documents, see UD 025 841-863.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the West Atlanta (Georgia) Elementary School provides information on student achievement for the 1986-87 school year. The school serves students in kindergarten through grade 7 and the Program for Exceptional Children, and receives support from the Chapter 1 program. The narrative presents 26 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) 62 percent of the third grade class met promotion requirements at the first exam; (2) the performance of students on achievement indicators was sufficient to allow for the promotion of 81 percent schoolwide; (3) the performance of all students was above the national norm; and (4) attention must be focused on those grade levels with a high rate of retention. Statistics and test scores are presented in 17 tables. (VM)

ED 287 949 UD 025 863
Vivona, Carol
Woodson Elementary School: 1986-87 School Report.
Atlanta Public Schools, GA. Div. of Curriculum and Research Services.
Pub Date—87
Note—32p.; For related documents, see UD 025 841-862.
Pub Type— Numerical/Quantitative Data (110) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, *Basic Skills, Criterion Referenced Tests, Elementary Education, *Elementary Schools, Kindergarten, *Mathematics Achievement, Norms, Public Schools, *Reading Achievement, School Effectiveness, *Urban Schools
Identifiers—*Atlanta Public Schools GA
This report from the Woodson Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 23 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) student scores reflected growth although the system goals were not met; (2) growth was evident in the third and sixth grade in both reading and math; (3) over half of the students in second, fourth, fifth, sixth, and seventh grades completed the basal materials for reading, but only the second grade met this goal for math; and (4) strategies should be devised to make certain that the tested skills are integrated into the curriculum. Statistics and test scores are presented in 17 tables. (VM)

ED 287 950 UD 025 864
Jordan, Samuel, Jr.
Problems of Blacks in Urban Ghettos.
Pub Date—Jul 87
Note—16p.; Paper presented at the Annual Meet-

ing of the Association of Caribbean Studies (London, England, July 29-31, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affirmative Action, *Black History, *Civil Rights, *Economic Factors, Ghettos, Housing, Poverty, *Racial Bias, *Racial Relations, Social Problems, *Social Stratification, Urban Environment
This presentation reviews and discusses literature on the following problems affecting blacks in America today: (1) housing; (2) education; (3) economics; (4) civil rights; (5) drugs; and (6) Acquired Immune Deficiency Syndrome (AIDS). An attempt is made to focus on race relations as a major factor in the majority of the problems discussed. In order to lay the groundwork for a discussion of the problems, the paper begins with an historical overview of the black American experience, discusses the development of black neighborhoods, and points out the role of social stratification among blacks. Among the activities recommended for improving the situation of black Americans are affirmative action, full employment, and social welfare reform. A list of references is included. (PS)

ED 287 951 UD 025 865
Hess, G. Alfred, Jr. Greer, James L.
Bending the Twig: The Elementary Years and Dropout Rates in the Chicago Public Schools. A Study of the Elementary School Effects on Dropout Rates for the Class of 1982 with Comparisons with Students Leaving Elementary Schools in 1986 (Class of 1990).
Chicago Panel on Public School Policy and Finance, IL.
Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date—30 Jul 87
Note—118p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, Board of Education Role, *Dropout Characteristics, Dropout Rate, Economic Factors, Elementary Secondary Education, High Risk Students, Institutional Characteristics, Predictor Variables, Public Schools, *School Effectiveness, *Urban Schools
Identifiers—*Chicago Public Schools IL
This report examines the sending patterns from elementary schools to the high schools of the Chicago Public School District to determine factors which affect whether a child will eventually drop out of high school. The following findings are reported: (1) eventual dropout rates varied significantly among elementary schools; (2) 70% of Chicago elementary schools inadequately prepare their students for high school; (3) the proportion of students reading below normal was the most important predictor of the dropout rate; (4) differences in poverty are directly related to the dropout rate and explain differences in dropout rates by race; (5) retention raised the dropout rate; (6) schools with the lowest dropout rates had the most experienced teachers; (7) academic opportunities for blacks encouraged individual family choices while whites were encouraged to act collectively on neighborhood schools; (8) size and elementary school organization, factors within the control of the board of education, were significantly related to the dropout rate; (9) elementary school performance in Chicago seems to have improved significantly since 1978, indicating that the dropout rate for the class of 1990 may drop to 38 percent. Several recommendations for improvement are made. (Author/PS)

ED 287 952 UD 025 866
Byrnes, Deborah A.
"Teacher, They Called Me a ...!" Prejudice and Discrimination in the Classroom.
B'nai B'rith, New York, N.Y. Anti-Defamation League.; Utah State Office of Education, Salt Lake City.
Report No.—ISBN-0-88464-109-0
Pub Date—87
Note—65p.
Available from—Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Bias, Class Activities, Disabilities, Elementary Education, Family Characteristics, Intercultural Communication, *Interpersonal Relationship, *Learning Activities, Life Style, Racial Bias, Religious Differences, Sex Differences, *Social Attitudes
This handbook includes numerous activities to help teachers discuss prejudice and discrimination, and to help elementary students create an environment in which all people can develop to their full potential. Each activity aims to raise children's level of awareness, understanding, and tolerance of differences. In order to make this handbook relevant and timely, interviews were conducted with 101 children and 20 Utah teachers to determine which issues regarding prejudice might be of particular import. Findings from these interviews are discussed. Activities are organized into chapters corresponding to the following categories: (1) learning about prejudice; (2) disabilities; (3) race and ethnic differences; (4) appearance; (5) religion; (6) family and lifestyle; (7) gender; and (8) combatting prejudice and discrimination through books that can be read by children. Each chapter is divided into three sections. The first section discusses aspects of the particular prejudice. The second discusses what teachers can do, and the third describes individual classroom activities. A list of references is included. (PS)

ED 287 953 UD 025 867
Lee, R. Edward
Is Black History a Partial Answer?
Pub Date—24 Oct 87
Note—15p.; Paper presented at the Annual Conference of the National Black Child Development Institute (17th, Detroit, MI, October 22-24, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Blacks, Black Youth, *Community Action, *Negative Attitudes, *Parent Participation, *Racial Bias, School Community Relationship, Self Concept, Social Problems, *Urban Environment
Identifiers—Black Psychology
Blacks have been deprived of dignity, pride, and self-esteem by societal conditioning, a denial and lack of knowledge of the black self, and the pervasive presence of disasters and near disasters. Blacks have been victimized and stultified by society's negative attitudes towards them. These negative responses have created a profound lack of knowledge of African societies and black achievement. The daily struggle for life in the environment of the inner city does not help most blacks develop a sense of pride and dignity. Exposure to malicious influences there creates normlessness and a cycle of despair. The best solution is for responsible elders in the black community to work together with churches and social agencies to offer programs that will inform black youth about their ethnic and family heritage, and allow them to discuss the black self. Parents must also be involved in black history and black self group sessions. (PS)

ED 287 954 UD 025 868
Pienaar, L.
The History of the Transvaal United African Teachers' Association.
Human Sciences Research Council, Pretoria (South Africa).
Report No.—ISBN-0-7969-0485-5
Pub Date—86
Note—183p.; Photographs may not reproduce well.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Academic Freedom, *Blacks, *Foreign Countries, Government School Relationship, Political Issues, Politics of Education, Professional Autonomy, Self Concept, Social Action, Social Change, Social Problems, *Teacher Associations, *Teaching Conditions
Identifiers—Apartheid, *South Africa (Transvaal)
This report recounts the histories of men and women who have been instrumental in establishing the Transvaal United African Teachers' Association (TUATA). It describes and assesses the main contributions of some of these people to black education in the Transvaal from 1904 to the present. The association is described as independent of government authorities, and claims of more militant South African organs that TUATA has worked too closely with the government are refuted. The report is divided into three parts. The first discusses the history of the African Teachers' Association in the Transvaal before 1957. The second focuses on the period after the founding of TUATA in 1957. The last lists achievements of TUATA. Among those achievements are the following: (1) introduction of compulsory free education; (2) reduction of the teacher/-pupil ratio; (3) establishment of early learning centers; (4) Africanization of teaching; and (5) development of a common disciplinary code. (PS)

ED 287 955 UD 025 871
Affirmative Action Programs in City Governments. A 121-City Survey.
United States Conference of Mayors, Washington, D. C.
Pub Date—Sep 86
Note—23p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affirmative Action, Employer Employee Relationship, *Employment Patterns, *Employment Practices, *Equal Opportunities (Jobs), Federal Regulation, Job Satisfaction, Minority Groups, *Municipalities, Personnel Integration, *Personnel Policy, Racial Balance, Recruitment
This survey was conducted by the U.S. Conference of Mayors to determine the extent to which cities are using affirmative action programs, and to assess the programs' contributions to the improvement of personnel practices in city governments. During the summer of 1986, survey responses were received from 121 cities in 41 states plus the District of Columbia. Among the findings are the following: (1) More than 9 out of every 10 surveyed cities have voluntarily instituted their affirmative action plans; (2) 21 cities reported that federal agencies have called for revisions in their affirmative action plans; (3) implementation of affirmative action programs has contributed to increased employee job satisfaction; (4) nearly one-third of the cities responding reported that affirmative action programs have contributed a great deal to improved labor-management relations; and (5) well over one-third of the responding cities reported that affirmative action has contributed a great deal to improved efficiency and productivity. The appendix lists cities that responded to the survey and cities that submitted affirmative action plans. A third section of the appendix presents the affirmative action questionnaire used in the survey. (PS)

ED 287 956 UD 025 872
Damico, Sandra Bowman Scott, Elois
Comparison of Black and White Females' Behavior in Elementary and Middle Schools.
Pub Date—[85]
Note—17p.; A version of this Paper was presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
Pub Type— Information Analyses (070) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Students, Elementary Education, *Females, *Friendship, *Intercultural Communication, Middle Schools, Preadolescents, Psychological Patterns, Social Adjustment, Social Cognition, Student Behavior, *Teacher Attitudes, *Teacher Influence
This report reviews studies on social interactions in desegregated schools and synthesizes reports on differences in the experience of schooling of black females as compared to schooling of white females. The literature on the subject, though sparse, indicates that in the early grades both white and black females have a lot in common, despite some cultural differences in behavioral style. Teachers reinforce the academic behavior of white females and the social behavior of black females. Self-perceptions and evaluations of other pupils are affected by the teachers' differential treatment. By middle school, perceived similarity becomes an increasingly important criteria in friendship selection, so cross-racial friendships are inhibited. Females interact with a smaller number of classmates than do males, further restricting cross-racial friendships. Teachers fail to teach bi-racial friendship strategies. On the whole, however, teachers are probably unaware of this differential treatment. The following recommendations for change are made: (1) teachers should be made aware of their behavior; (2) teachers should learn about the cultural and behavioral differences among children; and (3) future studies should determine whether differences between white and black females are a result of racial, social, class, or ethnic variables. A list of references is included. (PS)

ED 287 957 UD 025 873
McKay, Emily Gantz

Hispanic Business Ownership: A Profile.
National Council of La Raza, Washington, D.C.
Pub Date—Sep 87
Note—37p.; This analysis was made possible by funding from Adolph Coors Company.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Business, *Economic Status, *Employment, Entrepreneurship, Ethnic Groups, *Hispanic Americans, Industry, Minority Groups, National Surveys, *Ownership, Retailing
Hispanic Americans owned nearly 250,000 U.S. businesses in 1982. This is only one-fourth of the number which would be expected given their proportion of the population. Most Hispanic businesses were small service or retail establishments with no paid employees. This report provides an analysis of survey data which were collected by the Bureau of the Census in 1982, and published in 1986. The data provide the following profile of Hispanic businesses: (1) the average annual gross receipts of a Spanish-owned business are about $60,000, and more than one-third have gross annual receipts of less than $5,000; (2) most are unincorporated; (3) they are heavily concentrated in California and Texas; (4) there are major subgroup and geographic differences in business ownership, which are of importance to corporations and government entities concerned with providing opportunities to minority vendors; (5) Blacks are even less likely than Hispanics to be business owners; and (6) public programs designed to encourage and assist minority business ownership have underserved Hispanics. Statistical data are presented in 15 figures and a 14-item list of sources is included. (VM)

ED 287 958 UD 025 874
Cubillos, Herminia L. Prieto, Margarita M.
The Hispanic Elderly: A Demographic Profile.
National Council of La Raza, Washington, D.C.
Pub Date—Oct 87
Note—40p.; Funding for the research and policy analysis provided by Travelers Companies Foundation and The Villers Foundation.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Demography, Economic Status, Family Characteristics, Geographic Distribution, *Hispanic Americans, Life Style, *Older Adults, Population Trends, Poverty, *Public Policy, Social Problems, *Social Services
Data on the socioeconomic status of elderly Hispanic Americans are limited. Issues that address the needs of younger populations have taken priority. This report is an attempt to publicize data on elderly Hispanic people and to recommend changes in the way they are regarded and served. The findings are the following: (1) this population is growing rapidly; (2) elderly Hispanic Americans are concentrated in New York, Florida, Texas, and California; (3) they are likely to live in multigenerational families; (4) they are the least educated elderly subgroup; (5) those who wish to participate in the labor force are more likely to be unemployed than members of other groups; (6) the poverty rate is high, twice as high as for Whites, but not as high as for Blacks, whose rate is three times that of Whites; (7) they are less likely to receive public assistance; (8) they are more likely to suffer from chronic illness or disability; (9) a partnership needs to be forged between family and government to better serve the Hispanic elderly; and (10) policy changes are needed to improve their economic status and that of the extended families who care for them. Twenty-two figures and a 26-item bibliography are included. (VM)

ED 287 959 UD 025 875
Cusick, Theresa
The Heart of Excellence: Equal Opportunities and Educational Reform. PEER Report Number 6.
NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—87
Grant—G008510394
Note—14p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Dropouts, *Educational Change, *Educational Discrimination, Elementary Secondary Education, *Equal Education, *Females, High Risk Persons, Pregnant Students, School Demography, *School Effectiveness, *Sex Bias, Sex Role
The demographics of American schools are changing. While the actual number of school children has declined, the proportion of minority students, poor students, and students from one parent families has grown steadily. Education must be reformed to address these populations with equity. Strategies which have been adopted, such as more student testing and more teacher evaluation, are not solutions which will help low-achieving students. Concern for female students has waned since the passage of Title IX, but girls and young women are still victims of sex stereotyping, which negatively affects their academic achievement. Recommendations for equity reforms are the following: (1) pass state laws which protect the rights of minorities and guarantee equal opportunities in education; (2) bring community social service agencies, health centers, and recreational programs into the schools; (3) provide on-site day care for parenting students; (4) develop a school-to-work transition for low income-students; (5) create flexible learning opportunities such as part-time and night schools; (6) provide in-service and pre-service training to teachers in methods to overcome racism and sexism; (7) free all tests of bias; (8) improve the quality of instruction before raising requirements; (9) provide preschool enrichment programs; (10) encourage parental involvement; (11) improve school climate; (12) implement affirmative action; (13) provide technical assistance; and (14) make all school programs truly accessible. (VM)

ED 287 960 UD 025 877
Hunger Relief Act of 1986. Joint Hearing on H.R. 4990 before the Subcommittee on Domestic Marketing, Consumer Relations, and Nutrition...the Subcommittee on Elementary, Secondary, and Vocational Education and the Subcommittee on Human Resources...and the Subcommittee on Science, Research and Technology...and the Select Committee on Hunger. House of Representatives, Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Agriculture.; Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U.S., Washington, D.C. House Committee on Science and Technology.; Congress of the U.S., Washington, DC. House Select Committee on Hunger.
Pub Date—25 Jun 86
Note—249p.; Serial No. 99-32, Serial No. 99-115, [No. 118], and Serial No. 99-19. Some pages contain very small, light type.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Breakfast Programs, Family Programs, *Federal Legislation, *Federal Programs, Food, Hearings, *Hunger, Low Income Groups, Lunch Programs, *Nutrition, Public Policy
Identifiers—*Child Care Food Program, Congress 99th, *Food Stamp Program, Women Infants Children Supplemental Food Program
The Hunger Relief Act of 1986 shows the broad concern in Congress and among the American people for the elimination of hunger and malnutrition in America. Four Congressional committees participated in advancing this legislation, which provides a 12-point plan for improving the nutrition programs serving low-income Americans. The committees heard testimony from 16 witnesses who are recipients or providers of hunger programs. Areas of concern, and suggestions for program improvement were the following: (1) rising employment as a factor in program growth; (2) unrealistic expectations of the food stamp program; (3) cutbacks in federal funds for programs; (4) reevaluation and upgrading the Breakfast Program in schools; (5) adjusting eligibility requirements to allow more people to participate in the programs; (6) elimination of barriers of paperwork and scheduling which keep applicants out, or make recipients ineligible; and (7) use of the political power and the will of Congress to end hunger through the United States Department of Agriculture. (VM)

ED 287 961 UD 025 878
Taylor, Billie W., II
Classroom Discipline: A System for Getting the Administration to See Discipline Problems Your Way.
Report No.—ISBN-0-944250-00-9
Pub Date—87
Note—70p.
Available from—Southern Hills Press, Box 209, Dayton, OH 45409 ($6.95).
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Classroom Techniques, *Discipline, Documentation, *Educational Environment, Elementary Secondary Education, Parent Teacher Conferences, Self Control, *Student Behavior, Student Responsibility, *Teacher Behavior, *Teacher Student Relationship
Classroom discipline is one of the biggest difficulties in teaching. This book describes a system of classroom management that combines the characteristics of a good teacher with those of a successful disciplinarian. The main message is that responsibility for good behavior belongs with the students and that teachers should spend more time teaching than on discipline. This approach is a practical one which has been tried and proven in many school districts, where the author taught and helped other teachers with classroom management. Each section of the book presents many strategies for coping in the classroom. The sections are the following: (1) rules; why they don't do the job; (2) routine: how to keep students busy and why; (3) control: what to do when the routine fails; (4) enforcement: what to say during confrontations; (5) documentation: what to write during confrontations; (6) distractions: what to do when... Five appendices list the details of good classroom actions, rules, and routines. (VM)

ED 287 962 UD 025 879
Survey of Minority-Owned Business Enterprises: Black, 1982. Minority-Owned Businesses.
Bureau of the Census (DOC), Suitland, Md.
Report No.—MB82-1
Pub Date—Aug 85
Note—113p.; For other documents in series, see UD 025 880-881.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Black Businesses, *Blacks, Demography, *Entrepreneurship, Geographic Distribution, *Industry, Metropolitan Areas, *Ownership, Racial Distribution, *Retailing
This publication presents 1982 data on business enterprises owned by Black Americans. This population of business owners was identified from tax forms and census data. In 1982 there were 339,239 black-owned firms with $12.4 billion in receipts. These businesses were concentrated in services and the retail trades. Five states–California, Texas, New York, Florida, and Illinois–contained 39 percent of these firms. The sole proprietorship form of organization accounted for 95.2 percent of black-owned businesses. Ten tables include statistics comparing these businesses by state, type of business, type of organization, regional factors, receipts, and employment. (VM)

ED 287 963 UD 025 880
Survey of Minority-Owned Business Enterprises: Hispanic, 1982. Minority-Owned Businesses.
Bureau of the Census (DOC), Suitland, Md.
Report No.—MB82-2
Pub Date—Sep 86
Note—233p.; For other documents in series, see UD 025 879-881.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Business, Demography, *Entrepreneurship, Geographic Distribution, *Hispanic Americans, *Industry, Metropolitan Areas, *Ownership, Racial Distribution, *Retailing
This publication presents 1982 data on business enterprises owned by Hispanic Americans. This population of business owners was identified from tax forms and census data. In 1982 there were 248,141 Hispanic-owned firms with $15 billion in receipts. These businesses were concentrated in selected services and retail trades. Five states–California, Texas, New York, Florida, and New Mexico–contained 78 percent of these firms. The sole proprietorship form of organization accounted

for 94.1 percent of Hispanic-owned businesses. Ten tables include statistics comparing these businesses by state, type of business, type of organization, regional factors, receipts, and employment. (VM)

ED 287 964 UD 025 881
Survey of Minority-Owned Business Enterprises: Asian Americans, American Indians and Other Minorities, 1982. Minority-Owned Businesses.
Bureau of the Census (DOC), Suitland, Md.
Report No.—MB82-3
Pub Date—Oct 86
Note—258p.; For other documents in series, see UD 025 879-880.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*American Indians, *Asian Americans, *Business, Demography, *Entrepreneurship, Geographic Distribution, Industry, Metropolitan Areas, Minority Groups, *Ownership, Racial Distribution, *Retailing
This publication presents 1982 data on business enterprises owned by Asian Americans, American Indians, and other minority races except Blacks and Hispanics for whom data was provided in earlier reports. This population of business owners was identified from tax forms and census data. In 1982 there were 255,642 firms with $17.9 billion in receipts owned by these minorities. These businesses were concentrated in the services and the retail trades. Five states–California, Texas, New York, Hawaii, and Illinois–contained 68 percent of these firms. The sole proprietorship form of organization accounted for 92.3 percent of Asian- and Indian-owned businesses. Ten tables include statistics comparing these businesses by state, type of business, type of organization, regional factors, receipts, and employment. (VM)

ED 287 965 UD 025 882
ECIA Chapter 1 Participation of Nonpublic School Students. OERI Bulletin.
Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-87-382
Pub Date—Sep 87
Note—27p.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Compensatory Education, Court Litigation, Elementary Secondary Education, *Equal Education, Mobile Educational Services, *Private Education, Private School Aid, School Districts
Identifiers—*Aguilar v Felton, *Education Consolidation Improvement Act Chapter 1
This report contains information on the participation of nonpublic school students in Chapter 1 programs. Regulations for Chapter 1 services require that all students have equitable access to them. In some school districts the nonpublic school population is not served because officials or parents of these schools do not want to participate. Since 1984-85, the number of districts providing Chapter 1 services to nonpublic school students has remained fairly constant, but the number of nonpublic school students participating in these services has decreased from 180,700 to 130,600. A Supreme Court decision in 1985 made many districts alter the location of Chapter 1 services, so that from 1984-85 to 1986-87, the proportion of districts that provided Chapter 1 instruction to nonpublic school students inside the students' own nonpublic school decreased from 76 percent to 10 percent. Some of these students now receive Chapter 1 instruction in mobile vans or at another site because Chapter 1 teachers and aides can no longer give services inside schools affiliated with religious organizations. Another method of providing services is through technical means such as computer-based instruction. Twelve tables present the statistical data for Chapter 1 services. (VM)

ED 287 966 UD 025 884
Hill, Paul, Jr.
Passage to Manhood: Rearing the Male African-American Child.
Pub Date—13 Oct 87
Note—31p.; Paper presented at the Annual Conference of the National Black Child Development Institute (17th, Detroit, MI, October 22-24, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *African Culture, *Black Culture, Black Education, *Black Youth, Daily Living Skills, *Folk Culture, Individual Development, *Males, *Maturity (Individuals)
Identifiers—*Rites of Passage
It is traditional among some peoples of the world to celebrate an individual's coming-of-age with ritual. Through these ceremonies, and the tests which sometimes accompany them, a society socializes its youth and transforms them inwardly by molding their moral and mental disposition. Without such ritualization there is a breakdown in the continuity of culture. Since schools do not fulfill this function in American society it is necessary for families and communities to provide ceremonies which will mark the passage of children into adulthood. For black males this means that their community and family must teach the Afro-centric social philosophy which is a part of their cultural past. Memories of this past are fading as black communities deteriorate. This a crucial time to begin incorporating traditional principles into the lives of black children. A process for doing this is the rite called Simba Wachanga. A network of organizations in the black community are practicing and promoting this ritual for black males. Simba Wachanga functions as a guidance system incorporating the following principles: (1) unity; (2) self-determination; (3) collective work and responsibility; (4) cooperative economics; (5) purpose; (6) creativity; and (7) faith. (VM)

ED 287 967 UD 025 886
Johnson, Dwight L.
We, the Black Americans. No. 3.
Department of Commerce, Washington, D.C.
Pub Date—Mar 86
Note—16p.; Third in a series of six documents. For No. 1 and No. 2, see ED 255 421-422; for No. 4, see ED 269 211. Photographs may not reproduce clearly.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Businesses, Black Education, Black Family, *Black Population Trends, *Blacks, *Demography, *Economic Status, *Employment Patterns, Equal Opportunities (Jobs), Family Income, Home Owners, Metropolitan Areas, *Quality of Life
Black people constitute the second largest racial group in the United States. The population grew by 17 percent between 1970 and 1980. This booklet provides the following types of information about black Americans: (1) population trends; (2) residence patterns; (3) economic status; (4) employment status; (5) home ownership; (6) voting potential; (7) education; (8) military service; (9) life expectancy; and (10) family composition. The statistical information is presented in 20 charts and graphs. Thirty-four photographs are included. (VM)

ED 287 968 UD 025 887
Hale-Benson, Janice E.
Black Children: Their Roots, Culture, and Learning Styles. Revised Edition.
Report No.—ISBN-0-8018-3383-3
Pub Date—86
Note—216p.; For first edition, see ED 226 077.
Available from—Johns Hopkins University Press, 701 West 40th St., Baltimore, MD 21211 ($9.95).
Pub Type— Books (010) — Reports - General (140)
Document Not Available from EDRS.
Descriptors—African Culture, *Black Culture, *Black Youth, *Child Rearing, *Cognitive Style, Cultural Differences, *Cultural Influences, Curriculum Development, Elementary Secondary Education, Humanities, North American Culture, *Play, Whites
This book describes the roots, culture and learning styles of black children. It is written to promote awareness that black children differ from other children in ways which are relevant to education. These differences must be known and acted upon in order to provide black children with an appropriate education. The book contains the following seven chapters: (1) The African Background Considered; (2) How Culture Shapes Cognition; (3) Culture and Child Rearing; (4) Play Behavior as an Indicator of Cognitive Style; (5) The Humanities as a Source of Black Culture; (6) Afro-American Roots: Interviews with Grandmothers; and (7) Toward a Curriculum Relevant to Afro-Americans: Implications for Early Childhood Education. The epilogue is a review of research literature about the education of black children. A bibliography and an index are included. (VM)

ED 287 969 UD 025 888
Chamberlain, Edward
Home School and Adult Instruction Component, Home-School-Community Agents Project. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
Report No.—EVALSRVCS/P509/RPTFHSC87
Pub Date—Jul 87
Note—47p.; For the 1986 report, see ED 282 952.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Adjustment (to Environment), *Discipline, Educational Environment, *Family School Relationship, *High Risk Persons, School Holding Power, Secondary Education, Self Control, *Student Attitudes
The Home-School-Community Agent (HSCA) Project helps disruptive students make a positive adjustment to elements in their lives which interfere with their success in school. These elements include the following: (1) attitudes which influence dropping out of school; (2) family background and status; (3) previous referrals to social service agencies; and (4) previous achievement and/or problems in school. The HSCA Project began with interventions into the lives of these secondary school students in 1986. Agents from the project work closely with the students, the community, and the home to promote understanding and help the students adjust to the school environment. This document is the evaluation of the first year of the project. A random sample of 380 students from grade 6 through grade 12, one-third of the participants, was used to assess their probability of dropping out. Pretest-posttest comparisons for 220 of the 380 pupils showed that 15.5 percent had a lower probability of dropping out after participating in the project, but 10.9 percent had a higher probability of dropping out. A positive change in attitude toward teachers, education, and school behavior was measured in 45.5 percent of the students. The probability statistics and the research instruments are contained in two appendices. (VM)

ED 287 970 UD 025 889
Barrozo, Aurora C.
Effective Practices in Achieving Compensatory Education-Funded Schools II.
California State Dept. of Education, Sacramento.
Report No.—ISBN-0-8011-0489-0
Pub Date—87
Note—106p.; For earlier edition, see ED 256 754.
Available from—Publication Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($5.00).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, Administrator Role, Community Role, *Compensatory Education, Elementary Secondary Education, *Low Achievement, Parent School Relationship, *School Effectiveness, *Success
Identifiers—*Education Consolidation Improvement Act Chapter 1
Twenty-four elementary and junior high public schools that have received Chapter 1 funds since 1981 were selected for study in order to isolate effective school practices. Nine of these schools were included, also, in the earlier 1981-82 project; this publication, therefore, contains descriptions of only the 15 new achieving compensatory education-funded schools. Overall findings and conclusions, however, are based on all 24 schools. The goal of this study was to recognize successful Chapter 1 schools so that they can serve as models for other schools. All of these schools rated high on the following criteria: (1) strong academic emphasis; (2) ongoing monitoring of student needs; (3) instructional effectiveness for students and in-service training for teachers; and (4) facilitating a classroom environment conducive to achievement. Fifteen case studies of effective Chapter 1 schools are presented. Descriptions of some of the schools' programs are provided. There are also discussions of particularly effective aspects of the programs at all the schools. Three appendices contain research in-

struments. Nine tables present data on the responses obtained on questionnaires and in interviews. A bibliography is included. (VM)

ED 287 971 UD 025 890

Compensatory Education: Chapter 1's Comparability of Services Provision. United States General Accounting Office Report to the Secretary of Education.

General Accounting Office, Washington, D.C. Div. of Human Resources.

Report No.—GAO/HRD-87-102

Pub Date—Aug 87

Note—13p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free; over 5, $2.00 ea.).

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparable Worth, *Compensatory Education, Compliance (Legal), *Documentation, Elementary Secondary Education, Federal Programs, *Federal Regulation, *Program Implementation, Services, Teachers

Identifiers—*Education Consolidation Improvement Act Chapter 1

Chapter 1 was created from its predecessor, Title 1, in order to give more flexibility to states and local school districts. Many of the requirements and criteria of Title 1 were relaxed in 1981 when Chapter 1 began. Districts are now required to submit written plans of their new Chapter 1 organization assuring the comparability of services between Chapter 1 and non-Chapter 1 schools. A majority of the states have now adopted less restrictive means of measuring comparability than allowed under Title 1. Variances between Chapter 1 and non-Chapter 1 schools in the same district have increased. Rules for the retention of comparability documentation have been relaxed, and the widely varying definitions of "instructional staff" among states is causing an imbalance of teachers between Chapter 1 and non-Chapter 1 schools. This document, addressed to the U.S. Secretary of Education, recommends provisions at the federal level to require: (1) the retention of comparability documentation which demonstrates compliance, and (2) the defining of "instructional staff," for use in demonstrating comparability in ratio of pupils to staff. (VM)

ED 287 972 UD 025 897

Ascher, Carol

Trends and Issues In Urban and Minority Education, 1987. ERIC/CUE Trends and Issues Series, Number 6.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ERIC/CUE-TIS-6

Pub Date—Nov 87

Contract—400-86-0015

Note—57p.; Part of the Urban Diversity Series.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Asian Americans, Blacks, Class Organization, Dropout Programs, *Educational Trends, Elementary Secondary Education, Hispanic Americans, Immigrants, *Minority Groups, Pacific Americans, Parent Role, School Effectiveness, Special Programs, Urban Demography, *Urban Education

Social and demographic changes in American society have given rise to an abundance of educational literature about the role of schools. Schools must provide both basic and advanced academic preparation, but should they also compensate for and assume some of the roles of the family? This document identifies current trends and issues in education by presenting a profile of urban students as reflected in the current literature, and by describing current programs and practices in urban schools. Information is provided in the following categories: (1) the demographics of minority populations, immigrants, dropouts, and pregnant teenagers; (2) programs for dropout prevention; (3) school and classroom organization for learning; (4) creation and maintenance of a professional urban work force; (5) special programs for diverse students; (6) science and mathematics for minority and female students; (7) parents and schooling; (8) business involvement; and (9) minorities and nonpublic schooling. A 205-item bibliography is included. (VM)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

As shown in the examples below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor — **Microcomputers**
Title — Public Education and Electronic Technologies.
ED 226 725 — **Accession Number**

Identifier — **National Assessment of Educational Progress**
Title — Reading, Science, and Mathematics Trends. A Closer Look.
ED 227 159 — **Accession Number**

AAHE Assessment Forum
Assessment, Accountability and Improvement: Managing the Contradiction.
ED 287 330
Higher Education in Georgia: Assessing the Institutional Effectiveness of Student Retention. Proceedings of the Conference (4th, Athens, Georgia, December 1-2, 1986).
ED 287 331

Ability Identification
Mexican American Special Education. Fact Sheet.
ED 287 656

Abstract Reasoning
Formality and Informality in Reasoning.
ED 287 179

Abstracts
Resources in Education (RIE). Volume 23, Number 3.
ED 286 993

Academic Ability
Teaching Study Skills. A Guide for Teachers. Second Edition.
ED 287 845//

Academic Achievement
The Academic Ability of Agricultural Education Graduates Compared with Other Agriculture, Education and University Graduates. Summary of Research 48.
ED 287 005
All-Day Kindergarten Program. Final Evaluation Report, Fiscal 1985.
ED 287 562
All-Day Kindergarten Program. Final Evaluation Report, Fiscal 1986.
ED 287 575
Appraising Teacher Performance: A Quantitative Approach.
ED 287 842
Bending the Twig: The Elementary Years and Dropout Rates in the Chicago Public Schools. A Study of the Elementary School Effects on Dropout Rates for the Class of 1982 with Comparisons with Students Leaving Elementary Schools in 1986 (Class of 1990).
ED 287 951
CSUS Academic Talent Search Follow-Up Report: After the First Four Years.
ED 287 253
A Difference of Degrees: State Initiatives to Improve Minority Student Achievement. Report and Recommendations of the State Higher Education Executive Officers Task Force on Minority Student Achievement.
ED 287 355
Elementary Education Majors Performance on a Basic Mathematics Test.
ED 287 728
Evaluation of the School Within A School, 1984-85.
ED 287 911
Focus on Minorities: Trends in Higher Education Participation and Success.
ED 287 404
Gender Differences in Values and Their Impact on Academic Achievement.
ED 287 134
Holistic Model for Predicting Academic Success.
ED 287 343
Identification of Predictors of Persistence and Success in Baccalauareate Engineering: Implications for Academic Advising.
ED 287 411
Math. Grades 3-6, Forms A and B. West Bloomfield School District Outcome Based Mastery Learning Program.
ED 287 689
Math. Grades 7 and 8, Forms A and B. West Bloomfield School District Outcome Based Mastery Learning Program.
ED 287 690
The Nature of Mathematics Anxiety.
ED 287 729
Non-Remedial Low-Math Students' Performance in Precalculus: Preliminary Data.
ED 287 723
Peer-Teaching and the Utilization of Students as Laboratory Teaching Aids to Improve Class Performance.
ED 287 535
Project TALENT Data Bank [machine-readable data files].
ED 287 905//
Project TALENT Public Use File, 1960-1976 [machine-readable data file].
ED 287 906//
REACH: Resources Education Achievement Challenge and Hope Program, 1986-1987. Final Report.
ED 287 539
Self-Efficacy and Cognitive Achievement.
ED 287 880
Student Conceptions of Semantically Laden Letters in Algebra. A Technical Report.
ED 287 726
Student Self-Esteem and Academic Success.
ED 287 205
Transfer Student Analysis.
ED 287 546
Update on Student Performance in Reading, Mathematics, and Writing, 1987.
ED 287 884
Young Children's Misconceptions of Simple Turtle Graphics Commands.
ED 287 727
1986 Student Success Strategies: Access, Assessment, Intervention.
ED 287 550

Academic Advising
Identification of Predictors of Persistence and Success in Baccalauareate Engineering: Implications for Academic Advising.
ED 287 411
Practicum Training for Advisors.
ED 287 337

Academic Freedom
The University of Toledo Honors Day Address.
ED 287 333

Academic Libraries
College and University Libraries.
ED 287 479
College and University Libraries. Higher Education General Information Survey (HEGIS) [machine-readable data file].
ED 287 520//
Interlibrary Loan Time Study at I. D. Weeks Library, University of South Dakota.
ED 287 496
Introduction to Library Research.
ED 287 495
Library School Preparation for Academic and Research Librarianship. A Report Prepared for the Council on Library Resources.
ED 287 491
Managing Copy Cataloging in ARL Libraries. SPEC Kit 136.
ED 287 497
Pathfinders: An Intellectual Guide to Libraries.
ED 287 484
Plan for Progress in the Library/Learning Resource Center...Area School. Guidelines for Development of Library/Learning Resource Centers in Iowa's Area Schools.
ED 287 485
Preservation Guidelines in ARL Libraries. SPEC Kit 137.
ED 287 514
Recommendations for Collection Development.
ED 287 510
Tracing Federal Legislative and Administrative Law.
ED 287 488

Academic Persistence

A Difference of Degrees: State Initiatives to Improve Minority Student Achievement. Report and Recommendations of the State Higher Education Executive Officers Task Force on Minority Student Achievement.
ED 287 355
Focus on Minorities: Synopsis of State Higher Education Initiatives.
ED 287 403
Focus on Minorities: Trends in Higher Education Participation and Success.
ED 287 404
From Minority to Majority: Education and the Future of the Southwest. A Report and Recommendations by the WICHE Regional Policy Committee on Minorities in Higher Education.
ED 287 428
Higher Education in Georgia: Assessing the Institutional Effectiveness of Student Retention. Proceedings of the Conference (4th, Athens, Georgia, December 1-2, 1986).
ED 287 331
Identification of Predictors of Persistence and Success in Baccalaureate Engineering: Implications for Academic Advising.
ED 287 411
REACH: Resources Education Achievement Challenge and Hope Program, 1986-1987. Final Report.
ED 287 539
University of California, Irvine, Student Affirmative Action Five-Year Plan and Planning Process, 1984-1988. Volume I.
ED 287 338

Academic Pressure
The Present Kindergarten Dilemma: A Discussion.
ED 287 594

Academic Standards
A Progress Report and Recommendations on Educational Improvements in the SREB States. A Report to the Southern Regional Education Board by Its Commission for Educational Quality.
ED 287 350
A Statement of Policy by the State Higher Education Executive Officers on Program and Institutional Assessment.
ED 287 359

Academic Talent Search Program
CSUS Academic Talent Search Follow-Up Report: After the First Four Years.
ED 287 253

Academically Gifted
Honors Pilot Program Evaluation, 1986-87.
ED 287 545

Acceleration (Education)
CSUS Academic Talent Search Follow-Up Report: After the First Four Years.
ED 287 253

Access to Education
Colleges of Choice: The Enabling Impact of the Community College.
ED 287 530//
A Small Rural Community's Poor and Its Impact on Educational Opportunities.
ED 287 622
Student Loans: Risks and Realities.
ED 287 334//

Access to Information
Federal Information Policies: Views of a Concerned Community. A Summary of Proceedings of a Federal Library and Information Center Committee (FLICC) Annual Forum on Federal Information Policies (4th, Washington, DC, February 25, 1987).
ED 287 489
Introduction to Library Research.
ED 287 495
Oversight Hearing on OERI (The ERIC System). Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.
ED 287 519

Accidents
Don't Sneeze at Disease.
ED 287 580

Accountability
Accountability in Counseling. Highlights: An ERIC/CAPS Fact Sheet.
ED 287 136
Assessment, Accountability and Improvement: Managing the Contradiction.
ED 287 330
Postsecondary Vocational-Technical Training in Louisiana. Final Report.
ED 287 029

Accounting
Financial Management for Transit: A Handbook.
ED 287 097

Accreditation (Institutions)
Perceptions of Rural School Personnel in North Central Association Member and Non-Member Schools Located in Nine States Regarding Accreditation by the Commission of Schools, North Central Association of Colleges and Schools.
ED 287 638

Acculturation
Asian-American Youth.
ED 287 909
Education for Language Minorities: The Perspectives of Administrators, Parents, and Youth.
ED 287 914

Achievement Gains
Chapter 1 and Chapter 1 Migrant Evaluation Findings. Final Report, 1986-87.
ED 287 898
The Educational Effects of Word Processors. County of Lacombe No. 14.
ED 287 457
Practice: How Similar Must It Be To Affect Block Design Scores?
ED 287 591

Achievement Testing Program (Alberta)
Achievement Testing Program: June 1987 Administration. Principal's Manual.
ED 287 901

Achievement Tests
Achievement Testing Program: June 1987 Administration. Principal's Manual.
ED 287 901
Credit by Examination at the University of Texas at Austin, 1985-1986.
ED 287 865
Mathematics & Sciences. Grade 12 Diploma Examinations Program. 1985-86 School Year.
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Mental Health Services in Pilot Study Areas: Report on a European Study.
ED 287 119

World Rehabilitation Fund, Inc., New York, NY.
Family Supports for Families with a Disabled Member. Monograph No. 39.
ED 287 264

Worldwatch Inst., Washington, D.C.
Defusing the Toxics Threat: Controlling Pesticides and Industrial Waste. Worldwatch Paper 79.
ED 287 693

Xerox Corp., Palo Alto, CA. Palo Alto Research Center.
A Qualitative Approach to Electricity.
ED 287 730

Publication Type Index

This index lists documents under the Publication Type that has been assigned to them to characterize their form or organization, as contrasted to their subject matter.

As shown in the example below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section. The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

The Publication Types are displayed in a classified index arrangement, according to the outline below.

Code — (052) Guides - Classroom - Teacher — Publication Type

Title — The First Amendment: Free Speech & a Free Press. A Curriculum Guide for High School Teachers.

Accession Number — ED 261 929

PUBLICATION TYPE CATEGORIES

CODE	CATEGORY
010	BOOKS
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021	— Conference Proceedings
022	— Serials
030	CREATIVE WORKS (Literature, Drama, Fine Arts)
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040	— Undetermined
041	— Doctoral Dissertations
042	— Masters Theses
043	— Practicum Papers
	GUIDES
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	— Classroom Use
051	— Instructional Materials (For Learner)
052	— Teaching Guides (For Teacher)
055	— Non-Classroom Use (For Administrative & Support Staff, and for Teachers, Parents, Clergy, Researchers, Counselors, etc. in Non-Classroom Situations)
060	HISTORICAL MATERIALS
070	INFORMATION ANALYSES (State-of-the-Art Papers, Research Summaries, Reviews of the Literature on a Topic)
071	— ERIC Information Analysis Products (IAP's)
072	— Book/Product Reviews
080	JOURNAL ARTICLES
090	LEGAL/LEGISLATIVE/REGULATORY MATERIALS
100	AUDIOVISUAL/NON-PRINT MATERIALS
101	— Computer Programs
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110	STATISTICAL DATA (Numerical, Quantitative, etc.)
120	VIEWPOINTS (Opinion Papers, Position Papers, Essays, etc.)
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999	OTHER/MISCELLANEOUS (Not Classifiable Elsewhere)

(010) Books

Black Children: Their Roots, Culture, and Learning Styles. Revised Edition.
ED 287 968//

Colleges of Choice: The Enabling Impact of the Community College.
ED 287 530//

The Constitution's Children: A Collection of Essays by Schoolchildren to Commemorate the Bicentennial of the U.S. Constitution, 1787-1987.
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How Schools Can Help Combat Child Abuse and Neglect. Second Edition.
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Ideas and Insights: Language Arts in the Elementary School.
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Improving Student Learning in College Classrooms.
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Legal Rights & Intellectual Disability: A Short Guide.
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Milestones in Science and Technology: The Ready Reference Guide to Discoveries, Inventions, and Facts.
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The Politics of Education: Conflicts and Consensus on Capitol Hill.
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The School Foodservice Handbook (A Guide for School Administrators).
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Student Loans: Risks and Realities.
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Teaching Study Skills. A Guide for Teachers. Second Edition.
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Using Discussion To Promote Reading Comprehension.
ED 287 160

(020) Collected Works - General

American Education in the Twentieth Century: A Documentary History. Classics in Education, No. 52.
ED 287 327//

Colleges of Choice: The Enabling Impact of the Community College.
ED 287 530//

Cooperative Development of Thinking Skills: Emphasizing the Cooperative Effort between Library Media and Classroom Teachers. Institute for Teaching and Learning, #457.
ED 287 452

Inservice Training of Teachers: Issues and Trends. Information File, Number 5, 1986.
ED 287 848

Mental Health Services in Pilot Study Areas: Report on a European Study.
ED 287 119

Pathfinders: An Intellectual Guide to Libraries.
ED 287 484

Preservation Guidelines in ARL Libraries. SPEC Kit 137.
ED 287 514

President's Task Force on the Value of the Information Professional. Preliminary Study. Final Report.
ED 287 486

Student Loans: Risks and Realities.
ED 287 334//

Studies in Philippine Linguistics, Volume 6, Number 2, 1986.
ED 287 323

Teaching about the Constitution. NCSS Bulletin No. 80.
ED 287 790

Urine Testing for Drugs of Abuse. NIDA Research Monograph Series 73.
ED 287 120

(021) Collected Works - Proceedings

Art Education and Art History: Collected Papers. Pennsylvania's Symposium II (Carlisle, Pennsylvania, November 7-9, 1986).
ED 287 759

The Catholic High School Teacher: Building on Research. Proceedings of the Symposium Based upon the Study: Sharing the Faith: The Beliefs

and Values of Catholic High School Teachers (New York, New York, March 5-7, 1987).
ED 287 840

College Faculty: Adjunct and Non-Traditional Roles. Selected Papers from the Conference on Non-Traditional Interdisciplinary Programs (Arlington, Virginia, June 22-24, 1983).
ED 287 435

Commission of Professors of Adult Education. Proceedings of the 1986 Annual Conference (Hollywood, Florida, October 20-22, 1986).
ED 287 022

Computer-Assisted Instruction Adult Literacy Workshop. A 310/Special Demonstration Project, 1986-87 (Corvallis, Oregon, August 25-27, 1986). Final Report.
ED 287 527

Computers and Education: Which Role for International Research? Proceedings of the Stanford-/UNESCO Symposium (Stanford, California, March 10-14, 1986).
ED 287 451

Conference on Information Resources for Archivists and Records Administrators. Final Report. Summary of Proceedings (Washington, D.C., June 19-20, 1987).
ED 287 511

Developments in School Mathematics Education around the World. Applications-Oriented Curricula and Technology-Supported Learning for All Students. Proceedings of the UCSMP International Conference on Mathematics Education (Chicago, Illinois, March 28-30, 1985).
ED 287 675//

Environmental Education: Transition to an Information Age. Proceedings of the Annual Conference of the North American Association for Environmental Education (15th, Eugene, Oregon, September 11-16, 1986).
ED 287 691

EURO/PAHO Symposium on Appropriate Technology Following Birth (Trieste, October 7-11, 1986). Summary Report.
ED 287 554

Federal Information Policies: Views of a Concerned Community. A Summary of Proceedings of a Federal Library and Information Center Committee (FLICC) Annual Forum on Federal Information Policies (4th, Washington, DC, February 25, 1987).
ED 287 489

Higher Education for Adults: Non-Traditional Paths. Selected Papers from the Annual Conference on Non-Traditional Interdisciplinary Programs (Arlington, Virginia, June 22-24, 1983).
ED 287 426

Higher Education in Georgia: Assessing the Institutional Effectiveness of Student Retention. Proceedings of the Conference (4th, Athens, Georgia, December 1-2, 1986).
ED 287 331

The Impact of Technology on Society and Education: A Comparative Perspective. A Pre-Congress Reader.
ED 287 470

The Impact of Technology on Society and Education: A Comparative Perspective. Proceedings of the Congress of the Comparative Education Society in Europe (12th, Antwerp, Belgium, July 1-5, 1985).
ED 287 471

Improvement of Instruction in Critical Foreign Languages: A Report on the 1987 Languages for Communication Workshops at Tarrant County Junior College Northeast Campus (Hurst, Texas, July 13-August 6, 1987).
ED 287 548

In-Service Training and Tomorrow's Primary Education. Report on a Workshop on In-Service Training of Educational Personnel Focused on New Developments, Trends and Processes of Primary Education (Seoul, Korea, October 7-15, 1986).
ED 287 818

Institutional Research: New Challenges to an Evolving Role. Proceedings of the North East Association for Institutional Research Annual Conference (13th, Philadelphia, Pennsylvania, October 26-28, 1986).
ED 287 422

Language Testing Research. Selected Papers from the Colloquium (Monterey, California, February 27-28, 1986).
ED 287 282

Looking Forward: Report on an ILSMH Symposium on the Future Role of Voluntary Associations (Madrid, Spain, November 1984).
ED 287 246

Non-Traditional and Interdisciplinary Programs. Selected Papers from the Annual Conference on Non-Traditional and Interdisciplinary Programs (3rd, Arlington, Virginia, July 1-3, 1985).
ED 287 434

Non-Traditional and Interdisciplinary Programs. Selected Papers from the Annual Conference on Non-Traditional and Interdisciplinary Programs (4th, Arlington, Virginia, June 30-July 2, 1986).
ED 287 424

Non-Traditional and Interdisciplinary Programs. Selected Papers from the Annual Conference on Non-Traditional & Interdisciplinary Programs (2nd, Arlington, Virginia, June 27-29, 1984).
ED 287 425

Non-Traditional Graduate Education: A Frontier for the 1980's. Selected Papers from the Conference on Non-Traditional Interdisciplinary Programs (2nd, Arlington, Virginia, June 22-24, 1983).
ED 287 427

Play, Play Therapy, Play Research. Proceedings of the International Symposium (Amsterdam, the Netherlands, September 1985).
ED 287 553

Profound Mental Handicap: The Ultimate Challenge. A Report on the Proceedings of an International Conference (Madrid, Spain, November 1984).
ED 287 247

Psychology of Mathematics Education. Proceedings of the International Conference (10th, London, England, July 20-25, 1986).
ED 287 715

The Religion/Science Controversy: The Use and Abuse of Science in the Defense of Religion. Proceedings of a Conference (Westville, Indiana, October 5, 1985).
ED 287 696

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ED 287 568

Research and Development in Higher Education. Volume 5. Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (8th, Sydney, New South Wales, Australia, May 7-10, 1982).
ED 287 324

Research and Development in Higher Education. Volume 7. Selected Papers Presented at the Annual Conference of the Higher Education Research and Development Society of Australasia (10th, Sydney, New South Wales, Australia, May 1984).
ED 287 325

The Role of Library Associations as Effective Pressure Groups for Political Action. IFLA Professional Reports 14.
ED 287 492

Science as a Way of Knowing IV–Developmental Biology. Proceedings of the Annual Meeting (Nashville, TN, December 27-30, 1986).
ED 287 737

Third Expert Consultation on RAMP (RAMP III) (Helsinki, Finland, September 13, 15 and 20, 1986). Final Report.
ED 287 515

1986 Student Success Strategies: Access, Assessment, Intervention.
ED 287 550

(022) Collected Works - Serials

Child Support and Alimony: 1985. (Advance Data from March-April 1986 Current Population Surveys). Special Studies.
ED 287 564

College and University Libraries.
ED 287 479

Conceptual Foundations of Risk Theory. Technical Bulletin No. 1731.
ED 287 643

Delay Persists in Social Studies Reform, But Signs Point to Headway Just Ahead.
ED 287 772

In Honor of Excellence. Proceedings of the Burger King Corporation/NASSP/CCSSO Symposium for Outstanding Teachers and Principals (Captiva Island, Florida, November 21-25, 1985).
ED 287 825

Integrating Social Studies and Folk Music: Resource Guide 3.
ED 287 784

Issues in California Community Colleges. Forum, 1987.
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Resources in Education (RIE). Volume 23, Number 3.
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Science as a Way of Knowing IV–Developmental Biology. Proceedings of the Annual Meeting (Nashville, TN, December 27-30, 1986).
ED 287 737

Student Self-Esteem and Academic Success.
ED 287 205

Tuition and Fees in the SREB States: Trends and Issues. Financing Higher Education, Number 31 in a Series, 1987.
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(030) Creative Works

The Tolowa Language.
ED 287 617

(040) Dissertations/Theses - Undetermined

A Content Analysis of the Reconstruction Period as Presented in Selected Junior High American History Textbooks.
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An Examination of Empirical Correlates to Self-Actualization and Their Relationship to Biblical Concepts of Optimal Human Functioning.
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Guideline for a Resource Person Assisting a Self-Help Group.
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(041) Dissertations/Theses - Doctoral Dissertations

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Collaborative Problem Solving: A Strategy for Organizational Change.
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Determining Subject Matter Content for Military Supervisors' In-House Training on Control of Burnout. History, Philosophy, and Practices of Adult Education.
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ED 287 871

Identification of Topics for an Inservice Training Program for Special Education Professionals on the Control of Burnout. Societal Factors.
ED 287 805

Improving Achievement, Behavior, and Parent Involvement for Middle School Students through a Behavior Management Program.
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Increasing Parent Involvement in the Learning Activities of Intermediate (Grades 4-6) Students.
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Listening Instruction: A Program for First-Grade Students.
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Peer-Teaching and the Utilization of Students as Laboratory Teaching Aids to Improve Class Performance.
ED 287 535

A Plan to Establish Consistency in Classroom Management Procedures with Preschool Children.
ED 287 614

Strategies to Build Collaboration with Parents,

Preschool and Public School Personnel to Reduce Academic Stress.
ED 287 613

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Classroom Discipline: A System for Getting the Administration to See Discipline Problems Your Way.
ED 287 961

The Design, Production and Use of Computer Graphics: A Tutorial and Resource Guide. The Value of Graphics.
ED 287 468

Grade 9 Mathematics. Student Achievement Testing Program Bulletin. 1987 School Year.
ED 287 674

Guideline for a Resource Person Assisting a Self-Help Group.
ED 287 130

A Guide to Locating Technical Reports in U.S. Government Publications Collections. Metrodocs Monograph One. First Edition.
ED 287 506

Mathematics & Sciences. Grade 12 Diploma Examinations Program. 1985-86 School Year.
ED 287 659

Mathematics & Sciences. Grade 12 Diploma Examinations Program. 1987-88 School Year=Mathematiques & Sciences. Programme des examens–Diplome de 12e annee. Annee scolaire 1987-88.
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Parents and Schools: A Shared Responsibility.
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Psychology of Mathematics Education. Proceedings of the International Conference (10th, London, England, July 20-25, 1986).
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Vacuum Freeze-Drying, a Method Used To Salvage Water-Damaged Archival and Library Materials: A RAMP Study with Guidelines.
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AIDS: What You Should Know. Student and Teacher Editions. The Merrill Wellness Series.
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Arizona Industrial Arts Manufacturing Technology. Teacher's Curriculum Guide.
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Art for the Middle School. Curriculum Bulletin, 1977-78 Series, No. 3.
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ED 287 667

Energy Conservation Activities for Elementary Grades (Or: How To Help Slim Down the Energy Monster). Iowa Developed Energy Activities Sampler, Primary K-2. Revised.
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English Language Arts Curriculum Guide, Grades K-6. Bulletin 1588. Revised.
ED 287 166

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Improving Students' Abilities To Read and Think. Teaching Strategies Series. Booklet A: Prereading Strategies.

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ED 287 784
Iowa Developed Energy Activity Sampler 6-12. Home Economics. Revised.

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Mathematics. Iowa Developed Energy Activity Sampler, 6-12. Revised.

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ED 287 079
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Science. Iowa Developed Energy Activity Sampler, 6-12. Revised.

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Science: Model Curriculum Guide, Kindergarten through Grade Eight.

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Secondary Marketing Teacher Education 1986-1987. Final Report.

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Secondary Social Studies: Arkansas Public School Course Content Guide.

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Secretarial Technology/Office Technology. Volume III. Units X-XIV. Instructor's Guide.

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Secretarial Technology/Office Technology. Volume II. Units V-IX. Instructor's Guide.

ED 287 072
Secretarial Technology/Office Technology. Volume I. Units I-IV. Instructor's Guide.

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Self-Directed Career Exploration Center.

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Sheep Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide. AGDEX 430/10.

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Social Studies, Course of Study: K-12.

ED 287 782
Social Studies Program 1. 1987 Updated Edition.

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Soil Conservation Unit for the Advanced Crop Production and Marketing Course. Instructor's Guide. AGDEX 570.

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Student Achievement Testing Program Bulletin, Grade 6 French Language Arts, 1987-88 School Year=Bulletin du programme de tests de rendement, Francais 6e annee, annee scolaire 1987-88.

ED 287 317
Suggested Guidelines for Teaching Units (Grades K-12) on Consumers, the Economy, and the U.S. Constitution.

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TAPS--A Thinking Approach to Problem Solving. A Cognitive Schema for Choosing the Operation in Routine Mathematical Word Problems, Kindergarten through Grade Eight.

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Teaching about the Constitution. NCSS Bulletin No. 80.

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Teaching K-6 Science in Small Schools on a Financial Shoestring. ERIC Digest.

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Teaching Shakespeare in the Elementary Grades.

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Teaching Strategies for Developing Understanding in Science. Children's Learning in Science Project.

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United States History Objectives, 1988 Assessment.

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Using Discussion To Promote Reading Comprehension.

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Washington State Adult Refugee Project Intensive ESL Curriculum.

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Who Are America's Heroes and Heroines? C&I [Curriculum and Instruction] 350 Elementary Social Studies Resource Unit.

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ED 287 001
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Vacuum Freeze-Drying, a Method Used To Salvage Water-Damaged Archival and Library Materials: A RAMP Study with Guidelines.
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ACC Study Guide Series (Revised Edition).
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Action Research in Education Personnel Development. A Case Study in Botswana.
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The Active-Static Nature of Amuzgo (Otomanguean).
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Problems of Blacks in Urban Ghettos.

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A Response to Life Transitions: The Preparation of Adult Educators.

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The Role of the College of Education at UAE University in Manpower Development.

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Alaska High School Seniors Survey Report, 1986-87. Document Number 87-2.
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Evaluation of the 1985-86 Beginning Teacher Program.
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Home School and Adult Instruction Component, Home-School-Community Agents Project. Final Evaluation Report.
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Identification of Predictors of Persistence and Success in Baccalauareate Engineering: Implications for Academic Advising.
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Improvement of Instruction in Critical Foreign Languages: A Report on the 1987 Languages for Communication Workshops at Tarrant County Junior College Northeast Campus (Hurst, Texas, July 13-August 6, 1987).
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Improving Achievement, Behavior, and Parent Involvement for Middle School Students through a Behavior Management Program.
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The Long Range Plan for Statewide Library Development in Texas 1988-1990.
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Marketing Student Services in a Community College.
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Math. Grades 3-6, Forms A and B. West Bloomfield School District Outcome Based Mastery Learning Program.
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Report on Job Placement and External Transfer of 1986 Graduates.
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Research and Development in Colleges of Advanced Education in Australia. ACER Research Monograph No. 31.
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The Role of Collaboration in Scholarly Writing: A National Study.
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St. Louis Community College Nonreturning Students: Retention Problems or Success Stories?
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Student Conceptions of Semantically Laden Letters in Algebra. A Technical Report.
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A Survey of Teachers' Perceptions, Opinions and Attitudes about Instructional Computing: Implications Regarding Student Equity.
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(170) Translations

English Translation of Selected Writings of Dina van Hiele-Geldof and Pierre M. van Hiele.
ED 287 697

(171) Multilingual/Bilingual Materials

Computer Literacy 10. Curriculum Guide=Informatique 10. Guide Pedagogique.
ED 287 475
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- **CE** —Adult, Career, and Vocational Education
- **CG** —Counseling and Personnel Services
- **CS** —Reading and Communication Skills
- **EA** —Educational Management
- **EC** —Handicapped and Gifted Children
- **FL** —Languages and Linguistics
- **HE** —Higher Education
- **IR** —Information Resources
- **JC** —Junior Colleges
- **PS** —Elementary and Early Childhood Education
- **RC** —Rural Education and Small Schools
- **SE** —Science, Mathematics, and Environmental Education
- **SO** —Social Studies/Social Science Education
- **SP** —Teacher Education
- **TM** —Tests, Measurement, and Evaluation
- **UD** —Urban Education

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THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since August 1986. They are, therefore, not included in the 11th (1987) edition of the *Thesaurus of ERIC Descriptors.*

ABSTRACTS *Jul. 1966*
SN (Scope Note Added) (note: do not confuse with "Bibliographic Records")

ACQUIRED IMMUNE DEFICIENCY SYNDROME *Aug. 1987*
SN Infectious, life-threatening virus that inhibits the body's protective immune system—transmitted chiefly by sexual contact, the sharing of intravenous needles/syringes, or unscreened blood transfusions
UF AIDS (Disease)
HTLV 3
Human Immunodeficiency Virus
Human T Cell Lymphotropic Virus Type 3

ADULT CHILDREN *Dec. 1987*
SN Grown-up sons and daughters (approximately 18+ years of age)
UF Adult Offspring
Grown Children

BIBLIOGRAPHIC DATABASES *Dec. 1987*
SN Organized collections of machine-readable records that describe books, journal articles, reports, or other primary sources of information

Bibliographic Instruction
USE LIBRARY INSTRUCTION

BIBLIOGRAPHIC RECORDS *Dec. 1987*
SN Records in a database or library catalog that describe a bibliographic item (book, film, etc.)—generally containing author, title, and publication information and often enhanced with abstracts and/or subject terms (note: for references to other works within bibliographic items, use "Citations (References)," which, prior to Dec87, was sometimes used for "Bibliographic Records")

CAREGIVERS *Dec. 1987*
SN Individuals who provide personal care to others—includes professionals, nonprofessionals, family members, and friends (note: use a more specific term if possible)

CITATIONS (REFERENCES) *Mar. 1980*
SN (Scope Note Changed) References that identify works which have been used as authorities or from which passages have been quoted (note: do not confuse with "Bibliographic Records")

COMPUTER GAMES *Dec. 1987*
SN Games played on computers, as either educational tools or recreational pastimes

Computer Keyboards
USE KEYBOARDING (DATA ENTRY)

COMPUTER PERIPHERALS *Dec. 1987*
SN Any computer equipment other than the central processing unit, i.e., devices for input, output, storage, add-on memory, and other auxiliary functions
UF Computer Auxiliary Equipment

COMPUTER PRINTERS *Jan. 1988*
SN Computer output devices that produce readable, hard-copy data on paper, film, etc.

COMPUTER SYSTEM DESIGN *Jan. 1988*
SN The process of selecting, setting up, and modifying a system of computer hardware and software—also, the layout and specifications of a computer system
UF Computer System Development

COMPUTER TERMINALS *Jan. 1988*
SN Input output devices, generally including a keyboard and a display unit (video or print), used to enter data into and receive data from a computer (note: prior to Jan88, the instruction "Computer Terminals, use Input Output Devices" was carried in the Thesaurus)

COURSE INTEGRATED LIBRARY INSTRUCTION *Jan. 1988*
SN Library instruction given as part of a course in another subject, i.e., English, history, etc.
UF Course Related Library Instruction

DATABASE DESIGN *Jan. 1988*
SN The process of planning and organizing the content and structure of a database—also, the specifications that result from this process

DISK DRIVES *Jan. 1988*
SN Input output devices that effect the necessary movements of disks or disk packs and that have read/write heads for accessing and recording data on the disks and communicating with the computer

FLOPPY DISKS *Dec. 1987*
SN Computer storage devices in the form of small flexible magnetic disks enclosed in semirigid jackets—generally used with microcomputers
UF Diskettes
Flexible Disks

FULL TEXT DATABASES *Jan. 1988*
SN Machine-readable files containing the complete texts of journal articles, newspaper items, legal documents, encyclopedias, or other works

GRADE REPETITION *Jul. 1966*
SN (Scope Note Added) Repeating a grade level in school because of deficient achievement

Hiring (Personnel)
USE PERSONNEL SELECTION

MAGNETIC DISKS *Dec. 1987*
SN Compter storage devices in the form of flat circular plates coated on one or both sides with magnetic material on which information may be recorded and stored for future use

MAGNETIC TAPES *Jan. 1969*
SN (Scope Note Changed) Tapes coated on one or both sides with a magnetic oxide, on which data are stored by the selective polarization of portions of the surfaces—used for recording video, audio, or computer data (note: use a more specific term if possible)

MODEMS *Jan. 1988*
SN Devices that convert computer output to signals that can be transmitted over communications lines and that restore the signals to their original form at the receiving end
UF Modulator Demodulators

NUMERIC DATABASES *Jan. 1988*
SN Machine-readable files primarily consisting of statistical or other quantitative data, often with user manipulability

OFFICE AUTOMATION *Jan. 1988*
SN Application of computer and communications technologies to office functions and tasks

Peer Tutoring
USE PEER TEACHING and TUTORING

Retention (in Grade)
USE GRADE REPETITION

Sociodramatic Play
USE DRAMATIC PLAY

SPEECH SYNTHESIZERS *Jan. 1988*
SN Devices that simulate the human voice
UF Text to Speech Synthesizers
Voice Synthesizers

Symbolic Play
USE PRETEND PLAY

TACTILE STIMULI *Jan. 1988*
UF Tactual Stimuli

Text Editing
USE WORD PROCESSING

Text Editors
USE COMPUTER SOFTWARE and WORD PROCESSING

VIDEO DISPLAY TERMINALS *Jan. 1988*
UF Cathode Ray Tube Terminals
Visual Display Units

WRITING ACROSS THE CURRICULUM *Dec. 1987*
SN Educational movement or strategy that advocates the incorporation of writing into all classes and disciplines, to help students improve their writing and use writing as a learning tool

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☐ MasterCard ☐ VISA

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3 ——————→ ? TYPE 99/6/1-4
        99/6/1
        ED156700
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        99/6/2
        ED148885
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        99/6/3
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